DOCUMENT RESUME

ED 178 182 PS 010 964

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TITLE A Synthesis of Behavicral and Communication Approaches to Child Rearing for Parenting Skills Classes. Practicum II.
PUB DATE Mar 79
NOTE 166p.; Practicum report, Nova University, 1979; Pages 73-76 of the original document are copyrighted and are not included in the pagination

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Behavior Change: Behavior Theories; *Child Rearing; *Communication Skills; Evaluation Methods; Improvement; Measurement Techniques; *Parent Child Relationship; *Parent Education; *Parents; Rating Scales; Skill Development

ABSTRACT

This report describes the design, implementation and evaluation of a class on effective parenting skills that combined behavioral and communication based (client-centered and Adlerian) approaches to child rearing. Seventeen parents of elementary school age children attended the class; twelve parents attended five or more sessions. The class consisted of seven weekly 90-minute sessions covering behavioral consequences, reinforcement, punishment, behavior charts, and communication with children. It was expected that parents would (1) notice improvements in the home behavior of their children; (2) increase their knowledge of the dynamics of children's behavior and how behavior is learned; (3) increase their knowledge of communication skills to use with children; and (4) acquire an attitude about child rearing based on valid child rearing techniques. To determine the parents' mastery of the above expectations, pretesting and posttesting were conducted using four instruments: Devereux Child Behavior Rating Scale (DCB), Communication Skills Survey (CSS), Behavior Management Skills Survey (BMSS), and Mother Child Relationship Evaluation (MCRE). The evaluation of the class revealed that only the first three expectations were fulfilled. The results obtained from the four instruments are summarized in 21 tables. The instructional materials used in the class and the evaluation forms are provided in appendices. (Author/MP)

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A SYNTHESIS OF BEHAVIORAL AND COMMUNICATION APPROACHES TO CHILD REARING FOR PARENTING SKILLS CLASSES

PRACTICUM II - SUBMITTED TO THE
FACULTY OF THE EARLY CHILDHOOD PROGRAM
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION

BY

MARVIN SILVERMAN

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ABSTRACT

The unimodal approach used in parenting skills classes leaves parents with a limited repertoire of parenting skills. This makes it difficult for parents to reduce inappropriate behaviors of their children and establish a positive attitude towards parenting. This problem was dealt with in this practicum. The goal was to design, implement, and evaluate a class on "effective parenting skills" combining the behavioral and communication based approaches. The class was designed for parents of elementary school aged children.

The parenting skills class consisted of seven weekly ninety-minute sessions covering behavioral consequences, reinforcement, punishment, behavior charts, communication skills, and "when to use the various approaches." A lecture style format was used supplemented with handouts for the participants. Seventeen parents attended the group, with twelve parents attending five or more sessions.

The evaluation of the class revealed that parents observed improved home behavior of their children, especially in the areas of cleanliness and the ability to delay gratification ($p < .05$). On the Mother-Child Relationship Evaluation, an improved parental attitude towards child rearing was not demonstrated. The participants significantly increased their knowledge of communication skills ($p < .01$) and behavior management skills ($p < .01$). The parents gave positive responses on questionnaires related to the quality and usefulness of the program. Several recommendations were given including the need for research in parent education. This research should use experimental designs to clearly determine the effectiveness of multimodal parent education programs.

Table of Contents

Title Page		i
Abstract		ii
Table of Contents		iii
Chapter		
I	Introduction	1
II	Study of the Problem	2
III	Anticipated Outcomes and Evaluation Instruments	6
IV	Solution Strategy	14
V	Results, Conclusions and Recommendations	22
References		54
Appendices		
Appendix 1:	Devereux Child Behavior Rating Scale	56
Appendix 2:	Communication Skills Survey	64
Appendix 3:	Behavior Management Skills Survey	68
Appendix 4:	Mother-Child Relationship Evaluation	73
Appendix 5:	The Parent-Child Relationship Evaluation	77
Appendix 6:	Parenting Skills Class Evaluation	82
Appendix 7:	Parenting Skills Class Final Evaluation	83
Appendix 8:	Outline of Class Session #1	84
Appendix 9:	Outline of Class Session #2	87
Appendix 10:	Outline of Class Session #3	91
Appendix 11:	Outline of Class Session #4	93
Appendix 12:	Outline of Class Session #5	95
Appendix 13:	Outline of Class Session #6	100
Appendix 14:	Outline of Class Session #7	102
Appendix 15:	Class Registration Form	105
Appendix 16:	Handout: What Is Behavior Management?	106
Appendix 17:	Handout: Teaching Children Responsibility	108
Appendix 18:	Handout: Rewarding Children	110
Appendix 19:	Handout: The Home Behavior Chart	113
Appendix 20:	Handout: Improving Your Child's School Behavior	121
Appendix 21:	Handout: Helping Your Child Succeed in School	133
Appendix 22:	Handout: Discipline	135
Appendix 23:	Handout: How to Praise and Criticize Your Child	138
Appendix 24:	Handout: Exercises For Communicating With Your Child	141
Appendix 25:	Handout: Communicating With Your Children	146
Appendix 26:	Handout: Putting It All Together	149
Appendix 27:	The Preadolescent Boy	153
Appendix 28:	Handout: Suggested Reading	155
Appendix 29:	Completion Certificate	156
Appendix 30:	Press Release	157
Appendix 31:	Newspaper Clipping	158
Appendix 32:	Parenting Skills Workshop Letter	159

Tables

Table 1	Behavior Management Skills Survey Results	24
Table 2	Behavior Management Skills Survey Post Test Item Analysis	25
Table 3	Communication Skills Survey Results	26
Table 4	Communication Skills Survey Post-Test Item Analysis	27
Table 5	DCBS Scale 1	28
Table 6	DCBS Scale 5	29
Table 7	DCBS Scale 8	30
Table 8	DCBS Scale 11	31
Table 9	DCBS Scale 15	32
Table 10	DCBS Scale 16	33
Table 11	DCBS Scale 17	34
Table 12	Mother-Child Relationship Profile-Acceptance Scale	35
Table 13	Mother-Child Relationship Profile-Overprotection Scale	36
Table 14	Mother-Child Relationship Profile-Overindulgence Scale	37
Table 15	Mother-Child Relationship Profile -Rejection Scale	38
Table 16	Class' Final Evaluation	39
Table 17	Class Evaluation, Session 2	40
Table 18	Class Evaluation, Session 3	41
Table 19	Class Evaluation, Session 4	42
Table 20	Class Evaluation, Session 5	43
Table 21	Class Evaluation, Session 6	44

Chapter One

INTRODUCTION

The writer works as an elementary school guidance counselor at Natural Bridge Elementary School in North Miami, Florida. Professional responsibilities include individual and group counseling of children, consultant to parents, teachers and administrators, behavior improvement programs, testing, career education, developmental guidance, and other activities.

Natural Bridge Elementary School is located in an area whose residents' income level varies from lower income to upper-middle income. Approximately 20 percent of the student population is Black, 10 percent Hispanic, 65 percent White, and 5 percent "other." Most of the students live in private homes; a few live in a trailer park and others live in apartments. Four hundred students attend the school.

Natural Bridge Elementary School has directed efforts towards parent education from an educational perspective and a behavioral-affective perspective. Parent classes for skills such as "how to help your preschool child get ready for school (educational perspective)" and "raising responsible children (behavioral-affective perspective)" have been offered. Parent attendance at such workshops has been poor for day-time and evening programs. Parent participation in most other school activities (e.g. PTA) is also minimal.

Chapter Two

STUDY OF THE PROBLEM

A multitude of programs directed at teaching parents "effective" parenting skills are available from commercial publishers (e.g. American Guidance Services, Research Press, and others). The school counseling literature indicates that counselors are using three primary models for parenting skills classes.

The first major parent education model is the behavioral approach (Becker, 1971). Parent training using behavioral techniques uses principles primarily derived from operant conditioning, social learning theory, and the experimental analysis of behavior; applying them; and seeing if they work (Lamb & Lamb, 1978). The basic assumption behind behavior modification approaches to training parents is that a great deal of human behavior results from learning. It is assumed that learning results from the interaction of the individual with the environment. Thus, the environment must change in order for the child's behavior to change. Parent training using the behavioral model focuses on increasing parental skills in influencing, controlling, and directing behavior and development, so that parents act as agents of change for their children.

The second major model involves the client-centered approach (Rogers, 1951). Underlying this approach is a philosophy that man is basically good and will, if allowed to do so, do the right or best thing. Free expression of feelings, recognition of feelings and assumptions, and insight and understanding are emphasized in this model. The goals include the free expression of feelings, recognition of feelings, insight, and two-way communication. The popular Parent Effectiveness Training Program (Gordon, 1970) is based

on this model.

The third major model is based on the personality theory of Adler -- the Adlerian model (Dinkmeyer & McKay, 1973). Underlying this approach is a philosophy that ...

1. Man is a social being; even the young seek ways to be part of the family and other groups.
2. Social interests are important to people.
3. All behavior is purposive; man is a goal seeking organism. To understand behavior, one must know the goals of the behavior.
4. With freedom comes responsibility.
5. Cooperation is needed between family members, not permissiveness.
6. We behave in accordance with our expectations.

Specific goals of the Adlerian model include: reducing the number of fights between children by making sure the parents don't become involved, each person is responsible for his or her own room and belongings and, therefore, parents do not pick up after anyone, all family members share household chores, and allowing children to suffer the logical consequences of their behavior.

All of the approaches enumerated above provide parents with valuable skills, but each approach emphasizes only one specific psychological mode. Most often, parents need to exercise a variety of approaches in child rearing in order to avoid inappropriate parenting skills. During an interview with Dr. Richard Schaeffer, Chairman of Barry College's Psychology Department, he pointed out the major shortcoming of these unimodal (one orientation) parent education programs. "If a parent learns a client-centered approach to child rearing (e.g. Parent Effectiveness Training), the parent may use

these skills to accidentally reinforce an inappropriate behavior by paying excessive attention to the child's feelings. For example, if a child is having a temper tantrum and the parent gives the child attention in the form of discussing the child's feelings, the child may learn that a tantrum is a means of gaining parental attention." Thus, the current practice of teaching parents a single approach to child rearing leaves parents with an insufficient number of parenting skills (Brown, 1976). If a parent learned several approaches and under what circumstances to employ each approach, the parent would be prepared to deal with a wide variety of behaviors.

Several parents at Natural Bridge Elementary School related to the counselor that they participated in Parent Effectiveness Training Workshops (communication based approach) but still felt inadequate in dealing with behavior problems and in getting their children to follow directions. One parent who was trained in and had studied Haim Ginott's approaches (Ginott, 1965), used only this approach in raising her nine year old son. The parent carried this open approach to extremes and raised an emotionally disturbed child. The child, who has superior intellectual endowment, is in a class for emotionally disturbed children at Natural Bridge Elementary School. The mother revealed that she never applied direct consequences for the child's behavior and always focused on feelings. Had this parent been exposed to a variety of parenting styles, she would have had other alternatives to select from for responding to her son's behavior.

The problem to be addressed in this practicum is: The unimodal approach being used in parenting skills classes leaves parents with a limited repertoire of parenting skills. This makes it difficult for parents to reduce inappropriate behaviors of their children and establish a positive attitude towards parenting.

Pickarts and Fargo (1971) suggested that the unimodal approach to parent training is ineffective. Brown (1976) points out that a shortcoming of the major parenting skills programs is that any small set of techniques gets tedious if used regularly. Brown also asserts that it is uncommon for these programs to bring about significant changes in behavior. Thus, it appears as if alternatives to unimodal parent training must be explored.

The excessive use of unimodal approaches to parent training is probably due to the fact that many counselors subscribe to a single counseling orientation. For example, Baruth and Jones (1975) described a parent study group using only the Adlerian approach. Lamb and Lamb (1978) point out that counselors often prefer unimodal approaches because for an eclectic (multi-modal) approach ...

1. There is a lack of readily available material for use by the parents.
2. There is a lack of a consistent theoretical background on which the group leader can rely.
3. There is the risk of developing a completely idiosyncratic approach to the group that has relevance only to the needs of the leader.
4. There is the possibility of including concepts that are logically inconsistent.
5. Consultation and collaboration with fellow professionals is made more difficult.

In spite of the above difficulties, Lamb and Lamb encourage counselors to bring in skills and concepts from various models so that the parent education program can benefit from as much input as possible. However, a counselor would have to be highly motivated and well trained in a variety of approaches to follow the suggestion of Lamb andLamb. Due to various factors (e.g. heavy case loads, inadequate inservice training) many counselors do not have the needed motivation and they use a familiar unimodal approach.

Chapter Three

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

The general goal of the practicum was to design, implement, and evaluate a class on "effective parenting skills" combining the behavioral and the communication based approaches (client-centered and Adlerian). The class was geared to meeting the needs of parents of elementary school-aged children. The population that the practicum was designed for were parents at Natural Bridge Elementary School in North Miami who voluntarily attended the parent group.

It was expected that parents who participated in the program would ...

1. Notice improved home behavior of their children relative to the behavior as rated during the group's first session.
2. Increase their knowledge of communication skills to use with children.
3. Increase their knowledge of the dynamics of children's behavior and how behaviors are learned.
4. Have an attitude towards child rearing based on valid child rearing techniques.

To determine the parents' mastery of the above expectations, pre and post testing was conducted. The following instruments were used:

1. The Devereux Child Behavior Rating Scale (DCB) was completed by the parents who participated in the class to provide a reliable picture of the child's general behavior prior to and at the conclusion of the parenting skills class (see Appendix 1). The DCB Scale is frequently used to

assess behavioral change as a function of any treatment process or environmental change and as a research tool when a reliable behavior criterion is required (Spoots & Spivack, 1966).

Although the DCB Scale measures 17 behavior factors, only 7 behavior factors seemed to be appropriate for this practicum. In addition, it was feared by this writer that a lenghty instrument would exhaust the participants since they were also asked to complete other instruments. The behavior factors measured for this practicum were:

a. Distractability - the ability to maintain attention or stick to a task at hand are areas measured by this sub-scale.

b. Social Isolation - The items on this sub-scale tap the extent to which the child is socially "in contact" with his peers.

c. Messiness, Sloppiness - This sub-scale reflects an apparent indifference to certain adult standards regarding cleanliness.

d. Proneness to Emotional Upset - This sub-scale measures a low threshhold for emotional responsiveness, reflected in apparent hypersensitivity to upset with peers or sheer frequency of emotional outbursts.

e. Inability to Delay - Items on this sub-scale tap the child's inability to wait for what he wants or to contain or regulate his excitement or mood.

f. Social Aggression - Items on this sub-scale combine the elements of aggressive content and peer relations.

g. Unethical Behavior - Items on this sub-scale deal with an absence of internalized codes of ethical social conduct.

The behavior factors rejected from the DCB scale for use in this practicum were: Poor Self Care, Pathological Use of Senses, Emotional Detachment, Poor Coordination and Body Tonus, Incontinence, Inadequate Need for Independence, Unresponsiveness to Stimulation, Need for Adult Contact, Anxious-Fearful Ideation, and Impulse Ideation. These factors were rejected because they are geared to serious psychopathology, neurological, and intellectual functioning. Thus, these factors were not related to the practicum's goals.

The parents responsed to 28 questions on the DCB Scale. These selected items (the items of the selected sub-scales) were circled in the participants' test booklets and they were instructed to respond only to these items. The subscales completed were scored in accordance with the DCB Scale's Manual. The participants completed the DCB Scale in less than fifteen minutes.

2. Communication Skills Survey (see Appendix 2).

The Communication Skills Survey (CSS) was designed specifically for this practicum. The items on the survey were based on the content of the class' sessions dealing with communication skills.

Part I of the CSS is based on the class' study of praising children. In Part I, four situations are presented (e.g. "Gary makes his bed without being told to") followed by two possible parent responses. The participants were asked to identify the "correct" way to praise a child.

Part II of the CSS is based on the class' study of "effective criticism." Here, the participants are presented with 3 situations (e.g. "Mona gets an 'F' on her spelling test") for which they were instructed to write what they would say to the child.

Part III of the CSS contains one item to determine if the participants can select an "I" message to respond to a situation for which the parent owns the problem.

Part IV of the CSS relates to the class' unit on identifying the feelings underlying a child's message. Here, the participants are presented with three statements that a child might make. They are asked to write a reply to each statement that would indicate to the child that his feelings are recognized.

The survey had to be short since the participants joined the class to study parenting, not to take "tests." In order not to overwhelm them, the format used seemed appropriate since most participants completed it in less than ten minutes. Only one item related to "I" messages was included because this concept was not stressed in the class. For Parts II and IV, a written response was asked for to determine if the parents actually understood the concepts called for and to eliminate a correct answer as a result of guessing a correct multiple choice response. On the multiple choice responses (Part I and III), only two possible answers were presented. One answer was the specific approach taught during the class, the other answer was the "poor" approach mentioned to the class. Although two responses are not completely accurate in mini-

mizing "guessing," it seemed appropriate for a group of parents. This approach was necessary so that the parents would not feel threatened because they were being tested.

The participants completed the CSS prior to the first "lecture" on communication skills and immediately after the last session on communication skills. This survey schedule was necessary to eliminate all "testing" occurring at the first and last class meeting. If this was done, it was feared that many of the participants would not return to the class for the second session. Sufficient time was needed during the first session to teach at least one skill so that the participants could leave with a feeling of accomplishment.

3. Behavior Management Skills Survey (see Appendix 3).

The Behavior Management Skills Survey (BMSS) was designed specifically for this practicum. The twelve items on the survey are directly related to the behavior management skills taught to the class.

BMSS Item Number	Concept or Skill Tested
1	logical consequences
2	relationship of responsibilities and privileges
3	being specific when giving child directions
4	being specific when giving child directions
5	being specific when giving child directions

BMSS Item Number	Concept or Skill Tested
6	being specific when giving child directions
7	extinction
8	"threats" and following through
9	extinction
10	social reinforcement
11	extinction induced aggression
12	responsibility

As with the Communication Skills Survey discussed above, this survey was designed to be short (5-10 minutes completion time) and related to key factors taught to the class. Items 1 - 11 were multiple choice response items. Item 1, due to its length, was designed with only two responses. The remaining items had three possible responses. Item 12 was an open item to see if the participants could use the lecture information to arrive at a solution to the situation.

The participants completed the BMSS before the first lecture on behavior management and after the last lecture on behavior management. The rationale for this procedure was the same as that used for the Communication Skills Survey discussed above.

4. The Mother-Child Relationship Evaluation (see Appendix 4).

The Mother-Child Relationship Evaluation (MCRE), published by Western Psychological Services, provides a frame of reference of attitude by which mothers relate to their children. It provides an objective estimate of a mother's relationship to her child based on a five attitude profile (Roth, 1961). The MCRE is an

instrument that is used in research regarding maternal attitudes. It was selected for use in this practicum to obtain an objective measure of a parent's attitude towards child rearing. The MCRE was administered to participants at the beginning of the first class and at the end of the last class. It takes approximately fifteen minutes for an individual to complete the MCRE.

Although the parenting skills class was conducted in the morning, it was anticipated that several fathers might attend. Since the MCRE was written for mothers, some of the wording needed to be revised to make it appropriate for fathers. For the purposes of this practicum, the MCRE was revised and titled, The Parent-Child Relationship Evaluation (see Appendix 5). However, only mothers joined the class and the original MCRE was used. By using the MCRE, the publisher's standardization was maintained.

The MCRE consists of five scales:

a. Acceptance (A), 12 items. Acceptance is an expression of an adequate mother-child relationship in terms of sincerity of affect expression, interests in child's pleasures, activities, development, and the perception of the child as a good child.

b. Overprotection (OP), 12 items. Over-protection is an expression of prenatal anxiety in terms of prolonged infantile care, prevention of the development of independent behavior, and an excess of control.

c. Overindulgence (OI), 12 items. Overindulgence is expressed in excessive gratification together with lack of parental control, expressed in terms of oversolicitousness and excessive contact.

d. Rejection (R), 12 items. Rejection is the denial of love and an expression of hate towards a child in terms of neglect, harshness, severity, brutality, and strictness.

e. Confusion-Dominance, number of scales in the highest quartile. Confusion-Dominance expresses the degree to which the relationship between mother and child is dominated by an attitude, a combination of attitudes, or by confusion.

A statistical analysis of the above "testing" was conducted to determine what, if any, significant gains were made by the participants. The single group method for testing the significance of the difference between two correlated means was used. The pre and post test mean scores were obtained and the .05 level of significane was used.

Informal formative evaluations were also conducted. At the end of classes 2, 3, 4, 5, and 6, participants completed a class evaluation form consisting of five items (see Appendix 6). At the end of the final class, participants completed a final evaluation of the class (see Appendix 7).

The data collected by the tests and the informal instruments cited above were used to determine if the participants met the four expected outcomes of the class.

Chapter IV

SOLUTION STRATEGY

Recent research indicates that parents who participate in parent study groups show changes in the techniques they use with their children; however, these changes are based on the orientation of the group (Frazier and Matthes, 1975). Frazier and Matthes (1975) compared parents who participated in Adlerian parent groups with parents who participated in behavioral study groups. The parents who participated in the Adlerian groups were more inclined to use logical consequences and discipline in line with the child's misbehavior. The parents in the behavioral groups played and talked less with their children, but were less restrictive in their attitude toward children's freedom than the control group. Pickarts and Fargo (1971) suggested that the most effective framework for parent education involves a systematic synthesis of concepts from the major models. The only published attempt at multimodal parent training (Judah, 1978) did not emphasize when parents should use the various approaches (e.g. when a child has a tantrum, what approach is appropriate?).

The SOAP System (Solution Oriented Approach to Problems) is an unpublished attempt at multimodal parent education (Lamb & Reidy, 1975). This system emphasizes problem solving techniques for typical family problems. The seven sessions cover the SOAP System (a method of problem solving), natural and logical consequences, listening, and minimal attention is given to behavior modification approaches. Emphasis was placed primarily on the Adlerian and communication models.

The two attempts at multimodal parent education cited above failed to develop materials related to "real" problems parents face (school behavior problems of their children, defiance, the parents' accidental reinforcement

of inappropriate behaviors, and others). In addition they both neglected parenting skills from the behavior modification mode.

This practicum attempted to develop a solution to the problem that unimodal approaches being used in most parenting skills classes leave parents with a limited repertoire of parenting skills. This makes it difficult for parents to reduce inappropriate behaviors of their children and establish a positive attitude towards parenting. In addition, the two attempts to develop multimodal parenting skills classes documented in the literature were weak. These attempts neglected behavior modification techniques.

Since parents, even after participating in parenting classes, have a limited repertoire of parenting skills, several solutions to the previously cited problem were considered. Individual parent counseling was ruled out as a solution to the problem because of the excessive time needed and the limited number of parents that could be reached. Also, an independent study format was rejected as a solution because it would lack personal feedback and support for the parents. Designing and implementing an effective parenting skills class which would combine the behavioral and communication approaches was the solution accepted for dealing with the problem. Seven weekly ninety-minute sessions were planned and the following areas were covered:

1. Behavioral Consequences. Reinforcement, and Punishment
2. How to use reinforcers.
3. Using Behavior Charts.
4. Media presentations: films and tape recordings.
5. Communication With Children - I
6. Communication With Children - II
7. Putting It All Together

A lecture style format was utilized followed by open discussion and role playing to reinforce the techniques discussed. Written handouts were prepared for each session including "homework" assignments when appropriate.

The literature previously cited served as a rationale and justification for this project. In addition, Brown (1976), after reviewing four unimodal parent education programs, concluded that a shortcoming of all four courses is that any small set of techniques gets tedious if used regularly. Thus, a program providing a variety of approaches could be more effective. Such a program was developed for this practicum.

PROCEDURES

The seven areas covered (listed above) were selected based on the techniques from the major parenting models that dealt with practical situations and could be used in combination with other approaches. The next step was to design the actual curriculum for the parenting skills class. Prior to using this model, a counselor would have to be trained in the major parenting models. Since the counselor implementing this practicum was appropriately trained, an outline format was sufficient organization in order to lead each class.

Each of the seven class sessions was outlined. Handouts for the participants were designed to supplement each session. These handouts replaced a book, as used by other models. Since a book for parents emphasizing multimodal skills is not available, the handouts were an appropriate substitute. While developing the outlines, it became obvious that certain essential points might be missed while lecturing to the class since parents' questions often cause deviations in the lecture. To avoid this problem, two cassette tapes were developed for use during the lectures. The segments on the cassettes

were played during class sessions. Each segment was approximately five minutes and helped to emphasize and illustrate key concepts or skills.

Classes were taught in a lecture format. Although many parenting class models use an open discussion approach, it was rejected for this practicum. In order to achieve the practicum's goals, it was essential that participants be taught specific techniques to use with children. The direct lecture format assured that participants would be exposed to the parenting techniques. Role playing and other activities were used to help the participants apply the techniques discussed. Questions, during lectures, were encouraged.

SUMMARY OF THE CLASS' SESSIONS (The complete outline for each session is in the appendix, see (Appendices 8-14).

Session 1 (see Appendix 8): This was an introductory session. Participants registered for the class, baseline data was collected, participants introduced themselves, and a discussion on attitudes towards parenting was conducted. An overview of the class was presented and the participants were asked to do an analysis of the frequency of positive and negative comments in their home.

Session 2 (see appendix 9): A general explanation of behavior modification was presented. The uses of reinforcement and extinction were emphasized. The use of logical consequences for behavior was also presented. For this session, concepts from behavior modification and Adlerian approaches were used.

Session 3 (see Appendix 10): The focus of this session was token reinforcement. The use of behavior charts at home and in school was discussed. For this session, concepts from the behavior modification model were used.

Session 4 (see Appendix 11): This session used a commercial tape recording on behavior management for study and discussion purposes. Information on corporal punishment was presented. The material covered during this session

was based on the behavior modification model and the Adlerian model.

Session 5 (see Appendix 12): Parents were shown how to praise and criticize their children. How to talk with your child and the use of "I" messages was also discussed. The material in this session was based on concepts from communication-based models, behavior modification, and the Adlerian model.

Session 6 (see Appendix 13): Parents were taught how to be active listeners. The concept of "problem ownership" was explored and the participants were instructed in how to identify and respond to children's feelings. The material in this session was based on concepts from communication-based models and the Adlerian model.

Session 7 (see Appendix 14): This was a key session because participants were taught how to determine when to use the various techniques studied.

The handouts designed to supplement each session were considered important elements in this practicum since they served to reinforce what was discussed during class sessions. The handouts were written specifically for this practicum. The references cited served as a stimulus and resource in designing the handouts.

GETTING THE CLASS STARTED

The first step in getting the class started was to communicate to the school's principal the purposes and goals of the parenting skills class. It was also suggested to the principal that such a program can help to create a feeling on the part of parents that the school is helpful to them. Also, if parents and the school cooperate, there would probably be greater success with the students. The principal accepted the idea and encouraged the implementation.

To make parents aware that the program was being offered, various approaches were used. Press releases (see Appendix 30) were sent to the community's newspapers and radio stations. The press was cooperative in an-

nouncing the program (see Appendix 31). The class was also announced in the school's PTA bulletin. A letter to parents informing them about the program was distributed to all children in the school (see Appendix 32). Parents who returned the response part of this letter were called to remind them about the class. The counselor made a presentation at a PTA meeting describing the upcoming parenting skills class.

A morning hour was selected for the class (Wednesdays at 9:30). Past experience at this school has shown that evening presentations get poor responses. For example, a parenting skills class offered last year at 7:30 PM resulted in only three people attending despite intensive efforts to inform the community of the program. Although evening programs are important for the parent who works during the daytime, a morning hour was selected for this practicum in order to have enough participants from whom evaluation data could be obtained.

The first session of the class consisted of 17 mothers. Of the 17 who enrolled, 12 attended at least 5 sessions. The parents' children ranged in age from 1 to 25 years. The mean age of the participants' children was 9.1 and the mean number of children in each participant's family was 1.8

ROADBLOCKS AND PROBLEMS

No fathers attended the class. This was due to the daytime hour the class was offered. During this time, most fathers would be at work. In a two-parent family, both parents must utilize the skills taught if they are to be effective. One mother handled this problem by taping each session and sharing it with her husband. The mothers were encouraged to discuss all of the techniques and handouts with their spouses before attempting to use the techniques.

A parent of three children remarked that the techniques discussed in the class and parenting books seemed to be geared to working with one child as opposed to a family. The parent felt that many variables in a family make it difficult to implement some techniques. For example, "If I'm changing the baby's diaper and the six-year old runs out of the house and forgets to close the door, I cannot handle that behavior immediately." It was also pointed out that with several children in a home, one cannot always determine which child was responsible for a particular act. Thus, providing appropriate consequences could be difficult. After a careful analysis of this "problem," most participants did not feel this was a problem for them.

Two mothers appeared to have an extreme level of anxiety about child rearing. They frequently disrupted the class with many unrelated questions or questions that were not of general interest to the class. These parents were in obvious need of counseling and were "using" the group to tell themselves "Well, I tried everything, nothing can work with my kids." In order for parents to use the techniques discussed, the parents must be in control of their own emotions and behavior. It appeared that these two parents were not in control of themselves.

Several parents missed more than two sessions. Because of the class being seven sessions, it was necessary to exclude some parents from the evaluation data since the evaluation was based on knowledge gained from attending the sessions. In addition, parents who missed several sessions would be limited in the number of skills they could use with their children. Illness, relatives visiting, and decreased interest were the reasons parents missed sessions.

It was learned during the course of the class that two parents did not register because of lack of transportation to the school. This problem had not been considered in advance and these parents missed the class.

Chapter V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

The general goal of the practicum was to design, implement, and evaluate a class on "effective parenting skills" combining the behavioral and the communication based approaches. It was expected that parents who participated in the program would:

1. Notice improved home behavior of their children relative to the behavior as rated during the group's first session.
2. Increase their knowledge of the dynamics of children's behavior and how behavior is learned.
3. Increase their knowledge of communication skills to use with children.
4. Have an attitude of child rearing based on valid child rearing techniques.

During the seven weeks of the class, each participant was exposed to different activities outside of the class' sessions. For example, some participants did outside readings and others did not. One participant's family was involved in therapy. Some of the mothers attending the group indicated that their husbands did not wish to help them implement the techniques studied. Other participants reported that cooperation from their husbands was attained. A placebo effect is also possible. The participants' and their families' knowledge that they were attending the class could, by itself, affect child rearing processes. Due to these and possibly other unknown variables, a cause and effect relationship between being in the class and increased communication skills, increased behavior management skills, improved home behavior of children, and an improved child rearing attitude

could not be accurately demonstrated. Although a cause-effect relationship could not be shown, a quantitative evaluation was conducted to determine the participants' realization of the practicum's goals. A qualitative evaluation, which consisted of questionnaires, was conducted to determine the participants' reactions to each class session and to the entire program.

The following tables show the results obtained from the administration of the various instruments.

Table 1

Behavior Management Skills Survey
(see Appendix 3)

Pre-Test, Number of Correct Responses	Post-Test, Number of Correct Responses	D	D^2
7	9	2	4
6	8	2	4
6	7	1	1
6	9	3	9
9	9	0	0
10	11	1	1
9	9	0	0
8	9	1	1
9	11	2	4
9	11	2	4
7	12	5	25

N = 11

Pre-Test $\bar{x}$ = 7.82 Post-test $\bar{X}$ = 9.54
Mean Difference = + 1.72

t = 4.81

df = 10

$p < .01$

Table 2

Behavior Management Skills Survey
(see Appendix 3)

Post Test Item Analysis

Number of Errors Per Item

N = 11

Test item number	Number of errors
1	3
2	4
3	0
4	2
5	4
6	1
7	4
8	3
9	3
10	3
11	4
12	0

Table 3

Communication Skills Survey
(see Appendix 2)

Pre-Test, Number of Correct Responses	Post-Test, Number of Correct Responses	D	D^2
8	11	3	9
6	9	3	9
8	10	2	4
7	11	4	16
6	8	2	4
6	11	5	25
9	10	1	1
5	10	5	25
6	8	2	4
5	9	4	16

N = 10

Pre-Test $\bar{x}$ = 6.60
Post-Test $\bar{x}$ = 9.70
Mean Difference = +3.1

t = 7.16
df = 9
$p < .01$

Table 4

Communication Skills Survey
(see Appendix 2)

Post-Test Item Analysis
Number of Errors Per Item
N = 10

Test	Item Number	Number of Errors
I	1.	0
	2.	0
	3.	2
	4.	1
II	1.	0
	2.	6 *
	3.	1
III	1.	0
IV	1.	2
	2.	1
	3.	1

* By participants' notations, there was confusion as to whether the child or the parent should generate the solutions in the given situation.

Table 5

Devereux Child Behavior Rating Scale

Scale #1 - Distractability

Pre-Test Raw Score	Post-Test Raw Score	D*	D^2
5	11	-6	36
23	23	0	0
8	5	3	9
12	8	4	16
9	10	-1	1
4	4	0	0
4	7	-3	9
7	7	0	0
15	13	2	4
17	7	10	100
20	19	1	1

N = 11

Pre-Test $\bar{x}$ = 11.27
Post-Test $\bar{x}$ = 10.36

Mean Change* = +0.01

t = .74
df = 10
p > .05

*The higher the raw score the stronger the measured trait. Since the trait is a behavior problem, a negative D is actually a gain and is recorded as a positive number.

Table 6

Devereux Child Behavior Rating Scale

Scale #5 - Social Isolation

Pre-Test Raw Score	Post-Test Raw Score	D*	D^2
21	13	8	64
4	3	1	1
3	3	0	0
3	3	0	0
3	4	-1	1
9	14	-5	25
4	4	0	0
14	14	0	0
7	6	+1	1
4	6	-2	4
6	8	-2	4
5	10	-5	25

N = 12

Pre-Test $\bar{x}$ = 6.92
Post-Test $\bar{x}$ = 7.33

Mean Change * = -0.41

Since there is no gain, a one-tailed t test cannot be calculated.

* The higher the raw score, the stronger the measured trait. Since the trait is a behavior problem, a negative D is actually a gain and is recorded as a positive number.

Table 7

Devereux Child Behavior Rating Scale

Scale #8 - Messiness, Sloppiness

Pre-Test Raw Score	Post-Test Raw Score	D*	D^2
14	10	4	16
11	9	2	4
18	13	5	25
19	16	3	9
5	3	2	4
3	3	0	0
3	4	-1	1
12	10	2	4
6	6	0	0

N = 9

Pre-Test x = 8.90
Post-Test x = 8.22
Mean Change * = + 0.68

t = 2.89
df = 8
$p < .02$

*The higher the raw score, the stronger the measured trait. Since the trait is a behavior problem, a negative D is actually a gain and is recorded as a positive number.

Table 8

Devereux Child Behavior Rating Scale

Scale #11 - Proneness to Emotional Upset

Pre-Test Raw Score	Post-Test Raw Score	D*	D^2
22	20	2	4
32	34	-2	4
24	27	-3	9
23	24	-1	1
23	19	4	16
13	20	-7	49
27	24	3	9
29	25	4	16
34	26	8	64
22	30	-8	64
23	35	-12	144

N = 11

Pre-Test $\bar{x}$ = 24.73
Post-Test $\bar{x}$ = 25.81
Mean Change* = -1.08

Since there is no gain, a one-tailed t test cannot be calculated.

*The higher the raw score, the stronger the measured trait. Since the trait is a behavior problem, a negative D is actually a gain and is recorded as a positive number.

Table 9

Devereux Child Behavior Rating Scale

Scale #15 - Inability to Delay

Pre-Test Raw Score	Post-Test Raw Score	D*	D^2
23	30	-7	49
23	13	10	100
24	31	-7	49
29	23	6	36
24	23	1	1
30	24	6	36
11	9	2	4
22	16	6	36
17	14	3	9
28	22	6	36
21	15	6	36
23	17	6	36

N = 12

Pre-Test $\bar{x}$ = 22.92
Post-Test $\bar{x}$ = 19.75
Mean Change * = +3.17

t = 6.47
df = 11
$p < .01$

*The higher the raw score, the stronger the measured trait. Since the trait is a behavior problem, a negative D is actually a gain and is recorded as a positive number.

Table 10

Devereux Child Behavior Rating Scale

Scale #16 - Social Aggression

Pre-Test Raw Score	Post-Test Raw Score	D*	D^2
11	9	2	4
18	16	2	4
15	17	-2	4
12	13	-1	1
19	14	5	25
13	12	1	1
16	14	2	4
17	18	-1	1
7	6	1	1
10	10	0	0
8	7	1	1
12	13	-1	1

N = 12

Pre-Test $\bar{x}$ = 13.17
Post-Test $\bar{x}$ = 12.42
Mean Change = + 0.75

t = 1.36
df = 11
p > .05

* The higher the raw score the stronger the measured trait. Since the trait is a behavior problem, a negative D is actually a gain and is recorded as a positive number.

Table 11

Devereux Child Behavior Rating Scale

Scale #17 - Unethical Behavior

Pre-Test Raw Score	Post-Test Raw Score	D*	D^2
11	13	-2	
10	8	2	
11	11	0	
9	10	-1	
13	11	2	
4	5	-1	
14	13	1	
7	8	-1	
12	11	1	
11	8	3	
8	11	-3	
10	18	-8	

N = 12

Pre-Test x = 10.58
Post-Test x = 10.58
Mean Change = 0

* The higher the raw score, the stronger the measured trait. Since the trait is a behavior problem, a negative D is actually a gain and is recorded as a positive number.

Table 12

The Mother-Child Relationship Profile

Acceptance Scale

Pre-Test Raw Score	Post-Test Raw Score	D	D^2
37	44	7	49
38	37	-1	1
43	35	-8	64
44	45	1	1
43	43	0	0
44	43	-1	1
36	34	-2	4
36	40	4	16
46	46	0	0
56	44	-12	144

N = 10

Pre-Test $\bar{x}$ = 42.30
Post-Test $\bar{x}$ = 41.10
Mean Change = 1.20

Since there is no gain, a one tailed t test cannot be calculated.

Table 13

The Mother-Child Relationship Profile

Overprotection Scale

Pre-Test Raw Score	Post-Test Raw Score	D*	D^2
27	26	1	1
23	19	4	16
29	28	1	1
30	30	0	0
22	28	-6	36
24	25	-1	1
24	24	0	0
25	22	3	9
29	26	3	9
26	28	-2	4

N = 10
Pre-test $\bar{x}$ = 25.6
Post-test $\bar{x}$ = 25.6
Mean Change = 0

* The higher the raw score, the stronger the measured trait. Since the trait is undesirable (i.e. "overprotection"), a negative D is actually a gain and is recorded as a positive number.

Table 14

The Mother-Child Relationship Profile

Overindulgence Scale

Pre-Test Raw Score	Post-test Raw Score	D*	D^2
27	24	3	9
28	32	-4	16
26	16	10	100
30	28	2	4
24	22	2	4
25	26	-1	1
29	31	-2	4
26	24	2	4
31	30	1	1
26	29	-3	9

N = 10
Pre-Test x = 27.20
Post-test x = 26.20
Mean Change * = +1.0

t = 0.63
df - 9
p > .05

* The higher the raw score, the stronger the measured trait. Since the trait is undesirable (i.e. "overindulgence"), a negative D is actually a gain and is recorded as a positive number.

Table 15

The Mother-Child Relationship Profile

Rejection Scale

Pre-Test Raw Score	Post-Test Raw Score	D*	D^2
31	44	-13	169
37	36	1	1
29	25	4	16
29	29	0	0
29	28	1	1
33	32	1	1
29	30	-1	1
37	34	3	9
26	33	-7	49

N = 9

Pre-test x = 31.11
Post-test x = 32.33
Mean Change = 1.22

Since there is no gain, a one-tailed t test cannot be calculated.

* The higher the raw score, the stronger the measured trait. Since the trait is undesirable (i.e. "rejection"), a negative D is actually a gain and is recorded as a positive number.

Table 16

Parenting Skills Class - Final Evaluation

N = 11

1. Of the seven sessions, how many session did you attend? ($\bar{x}$ = 6.2)

2. The sessions were ...

0%	Too long
18%	Too short
82%	Just right

3. The class should be

18%	more structured
0%	more flexible
82%	no change

4. The material covered was

100%	very helpful
0%	sort of helpful
0%	not helpful

5. Did the class experience

a.	Change your ideas about children?	Yes 90%	No	10%
b.	Change your methods at home?	Yes 90%	No	10%
c.	Help improve your children's behavior?	Yes 100%	No	0%
d.	Help you communicate better with your children.	Yes 100%	No	0%

6. Would you recommend this class to another parent? Yes 100% No 0%

7. What did you like best? Responses included: "realistic problems given," "examples," "communication skills," "The techniques," "The way instructor spoke & expressed ideas," and "the instructor."

8. What did you like least? Responses included: the use of tape recordings and the repetition of examples.

9. Have you attended other parenting classes before this one?

9% Yes 91% No

If Yes, how was this class different from your previous experience? "I gained more awareness of the relationship between my behavior and that of my child."

Please use the back of this sheet to make any other comments. THANK YOU.

Table 17

Parenting Skills Class - Class Evaluation - Session #2

N = 15

Circle your answer to each statement.

1) The information presented today was (a) very helpful, (b) helpful, (c) not helpful. a) 25% b) 75% c) 0%

2) The information presented today was ... (a) clear, (b) somewhat clear, (c) not clear. a) 88% b) 22% c) 0%

3) Most of the information presented today was to me ... (a) new, (b) partially new, (c) not new. a) 0% b) 38% c) 62%

4) I could apply the techniques we studied today in my home if I want to.

(a) Yes (b) No a) 88% b) 22%

5) I would like to apply the techniques we learned today in my home.

(a) Yes (b) No a) 88% b) 22%

Please write below any additional comments you have about today's meeting.

"Tape is difficult to hear and absorb."

Table 18

Parenting Skills Class - Class Evaluation - Session #3

N = 13

Circle your answer to each statement.

1) The information presented today was (a) very helpful, (b) helpful, (c) not helpful. a) 54% b) 46% c) 0%

2) The information presented today was ... (a) clear, (b) somewhat clear, (c) not clear. a) 92% b) 8%

3) Most of the information presented today was to me ... (a) new, (b) partially new, (c) not new. a) 31% b) 46% c) 23%

4) I could apply the techniques we studied today in my home if I want to.

(a) Yes (b) No a) 100% b) 0%

5) I would like to apply the techniques we learned today in my home.

(a) Yes (b) No a) 100% b) 0%

Please write below any additional comments you have about today's meeting.

"Reward is not bribery -- good point."

"Thank you for having the class."

Table 19

Parenting Skills Class - Class Evaluation - Session #4

N = 14

Circle your answer to each statement.

1) The information presented today was (a) very helpful, (b) helpful, (c) not helpful. a) 54% b) 46% c) 0%

2) The information presented today was ... (a) clear, (b) somewhat clear, (c) not clear. a) 92% b) 8% c) 0%

3) Most of the information presented today was to me ... (a) new, (b) partially new (c) not new. a) 31% b) 46% c) 23%

4) I could apply the techniques we studied today in my home if I want to.

(a) Yes (b) No a) 100%

5) I would like to apply the techniques we learned today in my home.
(a) Yes (b) No a) 93% b) 7%

Please write below any additional comments you have about today's meeting.

"Good"
"Excellent"
"I like the tape recording method."
"I learned much today, I see myself doing things badly."
"It brought into focus many things that I've been doing wrong in training my children."
"I feel that I'm getting things from each class and also enjoying them very much."
"The tape is not as effective as the lecture method."

Table 20

Parenting Skills Class - Class Evaluation - Session #5

N = 12

Circle your answer to each statement.

1) The information presented today was (a) very helpful (b) helpful, (c) not helpful. a) 100% b) 0% c) 0%

2) The information presented today was ... (a) clear, (b) somewhat clear, (c) not clear. a) 100% b) 0% c) 0%

3) Most of the information presented today was to me ... (a) new, (b) partially new, (c) not new a) 36% b) 46% c) 18%

4) I could apply the techniques we studied today in my home if I want to.

(a) Yes (b) No a) 100% b) 0%

5) I would like to apply the techniques we learned today in my home.

(a) Yes (b) No a) 100% b) 0%

Please write below any additional comments you have about today's meeting.

"I prefer lecture to tapes."

Table 21

Parenting Skills Class - Class Evaluation - Session #6

N = 11

Circle your answer to each statement.

1) The information presented today was (a) very helpful, (b) helpful, (c) not helpful. a) 91% b) 9% c) 0%

2) The information presented today was ... (a) clear, (b) somewhat clear, (c) not clear. a) 100% b) 0% c) 0%

3) Most of the information presented today was to me ... (a) new, (b) partially new, (c) not new. a) 27% b) 64% c) 9%

4) I could apply the techniques we studied today in my home if I want to.

(a) Yes (b) No a) 91% b) 9%

5) I would like to apply the techniques we learned today in my home.

(a) Yes (b) No a) 100% b) 0%

Please write below any additional comments you have about today's meeting.

"I see so many things to work on."

"Education helps one handle a child."

"Wonderful."

It should be noted that the Devereux Child Behavior Rating Scale measures maladaptive traits (e.g. distractability). Thus, as a score increases, the maladaptive behavior is greater. If a score decreases from the pre-test to the post-test, this decrease is actually a gain. The decrease indicates that the maladaptive trait is less severe. To deal with this in the calculations, a decreased score on the post-test was calculated as a gain and an increased score on the post-test was calculated as a loss. This adjustment was needed since the one-tailed t test cannot deal with negative differences (Garrett, 1967). In addition, when there was an actual post-test increase in the maladaptive behavior, the mean change was reported but t was not calculated. When there was no gain, additional statistics were not used since the expected outcomes of this project emphasized gains. The same approach was used for the Mother-Child Relationship Profile on the three scales that measured the maladaptive behaviors.

The following formula was used to test the significance of the difference between pre and post-test means:

$$t = \frac{\overline{D}}{\sqrt{\frac{Ed^2}{n(n-1)}}}$$

A probability level of .05 or less was used to determine that the difference between pre and post-test means was significant.

DISCUSSION OF THE RESULTS

The data obtained will be discussed below in relation to the four expected outcomes of the practicum.

1. It was expected that parents who participated in the program would

notice improved home behavior of their children relative to the behavior as rated during the group's first session.

The Devereux Child Behavior Rating Scale (DCBS) was completed by the parents prior to and at the conclusion of the class (Tables 5-11, Appendix 1). Of the seven traits measured, two traits showed a significant improvement on the post test. On the "Messiness-Sloppiness" scale, a significant gain was observed ($p < .02$). Since behaviors related to this scale (e.g. behavior at the dinner table) were discussed in the class, the gain may be related to the class' content. On the "Inability to Delay" scale, the participants' responses were significantly higher on the post-test ($p < .01$). This scale represents behaviors that were emphasized in the class (e.g. refusing to follow directions, demanding, defiance, impatience).

Two traits measured by the DCBS showed no significant improvement ($p > .05$) from pre-test to post-test. The first, "Distractability," taps the ability to maintain attention. The DCBS authors assert that this scale relates to measures of intelligence as well as behavior. "How to help a child maintain attention" was not discussed during the class; however, the basic behavior management techniques taught could apply to this area. Since a score of 12 or higher is considered a "problem" and the class' mean score (10.36) was below this level, additional attention to this area is not indicated. The second scale, "Social Aggression," measures the child's aggressiveness with other children. A score of 14 or higher is considered aberrant, but the class' mean score (12.42) was below this level. During the class, emphasis was placed on parents allowing their children to "fight their own battles." Observing their children's conflicts without getting involved can make parents more aware of their children's aggressiveness. This could result in parents

not perceiving changes in this area until they became accustomed to the technique.

Two scales showed an increase in the maladaptive behavior traits measured. The "Social Isolation" scale (mean increase of .41) measures the extent to which a child is "in contact" with peers. A score of 9 suggests a problem in peer relations. The class' mean score of 7.33 indicated that no problem in this area existed. One possible explanation for negative results is that the class encouraged effective parent-child contact. As parents begin to interact more and better with their children, the parents may put less emphasis on the peers. Since the score does not indicate a problem in this area, a more detailed analysis and recommendations are not essential.

The "Proneness to Emotional Upset Scale" measures a threshold for emotional responsiveness. This includes outbursts and tantrums. A score of 24 points or more indicates a problem in this area. The class' score was 25.81 on the post test and 24.73 on the pre-test. (The score increased by 1.08). Mayer & Salzer (1972) offered a possible explanation for this behavior becoming worse. When parents begin to ignore behaviors, the phenomenon of "extinction induced aggression" often occurs. The child becomes worse in order to see if he can gain attention for "super bad" behavior since "bad" behavior does not gain attention. During the class, parents were taught to ignore the types of behaviors being measured on this scale. Perhaps, if parents completed the scale a few months after the completion of the class, extinction induced aggression would have ended and an improvement might then be noted. Based on the results, it would be appropriate to deal with emotional upset to a greater degree in future parenting classes.

One of the Devereux scales, "Unethical Behavior," showed no change at all from the pre to post-test. The scale deals with stealing and cheating.

These two areas were not specifically covered in the class. Since the score (10.58) does not indicate that this was a problem area for the class, a change in the format is not essential; however, some discussion of these behaviors in future classes could be helpful. It should be noted that on this scale, one participant scored a 10 on the pre-test and an 18 on the post-test. With a small N (N=12), this one individual's score prevented a mean gain for this scale.

Since a rating scale by itself would be insufficient evidence of improved behavior, question 5c on the Parenting Skills Class Evaluation (Table 16) shows that 100% of the participants felt that the class helped to improve their children's behavior.

It appears as if the first goal, improved home behavior of children, was met. In addition to the parents' opinion that behavior improved, two statistically significant gains were reported on the DCBS. The areas on the DCBS that did not show a gain were areas that were poorly covered during the class or areas for which a gain could not be expected in such a short time (seven weeks).

2. Participants would increase their knowledge of the dynamics of children's behavior and how behaviors are learned.

The Behavior Management Skills Survey showed a significant gain ($p < .01$) from the pre to the post-test (see Table 1). In addition, on the class evaluation (see Table 16), 90% of the parents (N = 11) indicated that the class experience changed their methods at home. Based on the data, this second goal appears to have been accomplished.

On the Behavior Management Skills Survey post-test, 36% of the participants answered items 2, 5, 7, and 11 incorrectly. These items might be examined more closely before the instrument is used again.

3. It was expected that the participants would increase their knowledge of communication skills to use with children.

On the Communication Skills Survey (see Table 3) a significant mean gain was reported ($p < .01$). In addition, on the class evaluation, 100% of the participants indicated that the class helped them to communicate better with their children. Thus, it appears as if the third goal was accomplished.

It should be noted that 60% of the participants responded incorrectly to item II-2 on the Communication Skills Survey. This item probably did not measure the concept of "Constructive Criticism" properly. This is substantiated by the fact that the remaining items in this section were responded to correctly by almost all participants. This item should be revised or eliminated if this instrument is used again.

4. It was expected that the participants would have an attitude of child rearing based on valid techniques.

The participants completed the Mother-Child Relationship Evaluation (MCRE) at the beginning and at the end of the class. The results of the MCRE must be looked at carefully. The MCRE was selected for this practicum because it was the only parent attitude survey published. The reliability coefficients range from .41 to .57. Validity is not discussed in the manual.

On the Acceptance Scale (Table 12), the post-test score was 1.20 points lower than the pre-test score. Since the mean post-test score of 41.10 placed the class at the 50th percentile on the established norms, the participants did not have a problem in this area. However, the anticipated gain was not shown by the parents (Table 13). On the Overprotection scale (Table 14), there was no change from pre to post test. On the Overindulgence scale (Table 15), a slight improvement (mean change = 1.00) was noted; however, it was not significant ($p > .05$). On the Rejection Scale (Table 16), the post-test score

was higher than the pre-test score (+1.22), which indicates "more rejection." All of the class' MCRE scores fell within the average range indicating no attitude problem; however, no significant gains were recorded on this instrument.

The parents' responses on the class' final evaluation indicated some attitude changes. 90% of the participants felt that they changed their ideas about children; however, this data is insufficient to declare an "improved attitude."

It is unclear as to why significant gains were not recorded on the MCRE. The items did correspond to the techniques discussed during the class; therefore, this area of concern can be eliminated. Perhaps it is too early to see an improved attitude or the group maintained the same attitude even though their techniques changed. The term "attitude" may be too abstract to accurately measure. It may have been too broad of a goal for this practicum. Based on the data, goal 4 was not accomplished.

CLASS EVALUATIONS

At the end of each session, participants completed a class evaluation. The results are listed in Tables 17-21. The participants' evaluation of the sessions appeared to improve each week. Perhaps, the parents were becoming more comfortable and felt better as they learned several different techniques.

Although the exact data appears on Tables 17-21, the following observations seemed most significant:

Session #2: Most of the participants indicated they had been exposed to these techniques before. One mother expressed her dislike for the use of a cassette tape.

Session #3: 31% of the participants responded that today's information was new for them.

Session #4: The participants made more "additional" comments than in previous sessions.

Sessions #5 and #6: 100% of the participants indicated a desire to try the techniques at home.

At the end of the last class, a final evaluation form was completed by the participants (see Table 16). The responses indicated a favorable opinion of the class, its duration, structure, and the techniques taught. Some participants expressed a dislike for the use of cassette tapes during the class. The parents' positive reaction could be related to the skills and/or personality of the instructor; therefore, another instructor using the same procedures could get different results.

SUMMARY OF THE RESULTS AND CONCLUSIONS

Twelve parents participated in a weekly parenting skills class which was taught with a multi-modal approach. The parents indicated that their children's home behavior improved, especially in the areas of cleanliness and the ability to delay gratification ($p < .05$). Significant behavioral gains were not measured in the areas of distractability, social isolation, emotional upset, social aggression, and unethical behavior. An improved parental attitude towards child rearing was not demonstrated on the Mother-Child Relationship Evaluation. The participants significantly increased their knowledge of communication skills ($p < .01$) and behavior management skills ($p < .01$). The participants expressed a favorable response to being in the class and 100% of them said that they would recommend the class to other parents. Since this was not an experimental study, it cannot be concluded that the class caused the obtained results. However, it can be inferred that the achieved goals were related to the content, structure, materials, and instructor of the class. Also,

participating in a multi-modal parenting skills class helped parents become aware of a variety of approaches to use with their children.

RECOMMENDATIONS

1. Father participation in parenting classes should be increased. Offering such classes at convenient hours for fathers would be appropriate.
2. Each session of a parenting skills class should be tape recorded. This would enable parents who missed a session to keep up with the class by listening to the tape.
3. Perhaps a separate class or session could help meet the unique needs of the single parent family.
4. More emphasis should be placed on the multi-child family in future parenting skills classes.
5. The use of audio tapes as instructional aids for parenting skills classes should be eliminated.
6. Class' attendance could improve if transportation could be arranged for parents who do not have their own transportation.
7. More emphasis needs to be placed on helping parents deal with their children's proneness to emotional upset.
8. "Cheating" and "stealing" should be covered in the class' content.
9. Evaluations could be conducted after the conclusion of the class (e.g. 6-months or 1 year) to determine if any long-term gains occur.
10. The weak items (Tables 2 and 4) on the surveys should be revised, especially Item II-2 on the Communication Skills Survey.
11. A future study could use an experimental design to compare the effectiveness of multimodal parent training to the traditional unimodal approaches.
12. Additional ways to measure parents' attitudes towards parenting need to be explored.

To help further the use of multimodal parent training, the author plans to:

1. Share the practicum, at a workshop, with other elementary school counselors in Dade County.

2. Propose to present this practicum at the Florida Personnel and Guidance Association Convention.

3. Write an article reporting on this practicum for an elementary school counseling journal.

This practicum appears to have been effective. The response of parents on the evaluation surveys were extremely positive. As the recommendations indicate, future programs can be improved. Most importantly, parenting skills classes must reach a large audience if this technique is to have a major impact on the lives of children and their families.

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The Communication Skills Tape and the Behavior Management Tape referred to in this practicum were developed for the practicum. The tapes are submitted as an addition to this manuscript.

DEVEREUX CHILD BEHAVIOR (DCB) RATING SCALE*

George Spivack, Ph.D.
and
Jules Spotts, Ph.D.

Devereux Foundation Institute for Research and Training

Child's Name_____ Rater's Name_____

Child's Sex_____ Rater's Relationship to Child_____

Child's Birthdate_____ Date of Rating_____

RATING GUIDE

1. Base rating on child's recent and current behavior.	Consider only the behavior of the child over the past two (2) weeks.
2. Compare the child with normal children his age.	In most of the items, the standard for comparison should be the normal child of the same age and sex.
3. Base rating on your own experience with the child.	Consider only your own impressions. As much as possible, ignore what others have said about the child, and their impressions.
4. Consider each question independently.	Make no effort to describe a consistent behavioral picture or personality. It is known that children may display seemingly contradictory behavior.
5. Avoid interpretations of "unconscious" motives and feelings.	As much as possible, base ratings on outward behavior you actually observe. Do not try to interpret what might be going on in the child's mind.
6. Use extreme ratings whenever warranted.	Avoid tending to rate near the middle of all scales. Make use of the full range offered by the scales.
7. Rate each item quickly.	If you are unable to reach a decision, go on to the next item and come back later to those you skipped.
8. Rate every question.	Attempt to rate each item. If you have had no opportunity to observe the child in certain situations necessary for the rating (e.g., Bathing, eating, etc.) circle the item number.

IMPORTANT: When you are to rate a child who uses few words, makes up his own words, or has no speech, turn to p. 6 and rate the last item first, (item 97). When the child receives a rating of "5" on item number 97, then immediately proceed to do the following:

a) Rate these items "1": 10, 13, 17, 21, 28, 29, 30, 41, 63

b) Circle these items (that is, give them no rating): 7, 26, 84, 85, 86, 89, 90

After you have finished with these particular items, return to item number 1, and fill out the remainder of the scale.

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The preparation of this publication was supported in part by Research Grant No. MH08709-02 from The National Institute of Mental Health, U.S. Public Health Service.

YOU ARE GOING TO RATE THE OVERT BEHAVIOR OF A CHILD. FOR ITEMS 1 THROUGH 45 USE THE RATING SCALE BELOW. WRITE YOUR RATING (NUMBER) FOR EACH ITEM IN THE BOX TO THE LEFT OF THE ITEM NUMBER.

Very frequently	Often	Occasionally	Rarely	Never
5	4	3	2	1

COMPARED TO NORMAL CHILDREN, HOW OFTEN DOES THE CHILD...

Rating	Item
☐	1. Approach strangers who come to visit the unit or home? (Examples: Go up to him; touch him; speak or ask questions if the child has speech)
☐	2. Show exceptional sensitivity to noises or bright lights, or heat or cold? (He may show this by moving away, complaining, or showing discomfort)
☐	3. Resist or refuse doing what is asked of him, or display a negative attitude?
☐	4. Cover or shut his eyes or turn away in order not to see something?
☐	5. Seek out adult help in doing things?
☐	6. Express anger in a poorly controlled and tantrum-like fashion?
☐	7. Say other children or adults do not like him or are against him?
☐	8. Have a fixed facial expression that lacks feeling?
☐	9. React as though he has no sense of pain, even in relation to relatively severe burns, pricks, abrasions, or cuts?
☐	10. Express concern about his physical health? (Examples: Complain of headaches and pains; request to see the physician or nurse; request pills or medication; say he is sick)
☐	11. Seek out adults for attention?
☐	12. Appear insensitive to extreme sensory stimulation? (Examples: Does not mind extreme heat or cold; does not respond to loud noises)
☐	13. Speak rapidly?
☐	14. Hit, bite, scratch, push, or in other ways hurt or attack other children in a free play situation with peers?
☐	15. React with immediate anger or upset if some other child interferes with his play or takes something that is his?
☐	16. Appear completely inactive and lethargic?
☐	17. Express grandiose ideas about himself which are extremely strange? (Examples: That he has unusual or fantastic power over others or things; that he is an extremely important person)
☐	18. Shut out sounds by lifting his shoulders to cover his ears, or putting his fingers in his ears?
☐	19. Attempt to get in physical contact with adults? (Examples: Hug; touch; sit in lap; hold hand)
☐	20. Express anger?
☐	21. Intentionally tell lies?
☐	22. React with great pain to any minor burn, prick, abrasion, or cut, suggesting that he has less tolerance for pain than most children?
☐	23. Act bossy or domineering with other children?
☐	24. Persist when told he cannot have something? (Examples: Nag; demand; repeatedly ask for it)
☐	25. Exhibit interest in sex, through action or in what he says?
☐	26. Complain that others are picking on him?

Very frequently	Often	Occasionally	Rarely	Never
5	4	3	2	1

Rating	Item	Rating	Item
☐	27. Tease or bully other children?	☐	36. Have nightmares or complain of bad dreams?
☐	28. Jump from one subject to another while talking?	☐	(37.) Blame others for his actions?
☐	29. Express fears that are unreasonable?	☐	38. Annoy or provoke peers into hitting or in other ways attacking him?
☐	30. Tell you things from his imagination as though they were really true?	☐	(39.) Burst into tears or rage with little provocation?
☐	(31.) Take things that do not belong to him? (Steals)	☐	(40.) Jump from one activity to another without finishing the task?
☐	32. Have a blank stare or far away look in his eyes?	☐	41. Swear or curse? (Use "damn," "hell," or other four letter words)
☐	(33.) Get easily upset by peers? (Examples: When teased, pushed, etc.)	☐	(42.) Act sullen or defiant?
☐	34. Daydream?	☐	43. Act dependent upon adults?
☐	35. Look unhappy, sad, and unsmiling?	☐	(44.) Get very upset or overemotional if things don't go his way?
		☐	(45.) Disobey the rules in games or in the house? (Cheat)

ON THE NEXT THREE ITEMS, SELECT THE STATEMENT THAT BEST DESCRIBES THE CHILD AND WRITE THE NUMBER OF THAT STATEMENT IN THE BOX NEXT TO THE ITEM NUMBER.

Rating	Item	1	2	3	4	5
☐	46. How often does the child soil himself?	Never	Less than once a month	About once a month	About once a week	Almost daily
☐	47. How often does the child urinate in his pants during the day?	Never	Less than once a month	About once a month	About once a week	Almost daily
☐	48. How often does the child wet the bed at night?	Never	Less than once a month	About once a month	About once a week	Almost daily

ON THE NEXT THREE ITEMS, SELECT THE STATEMENT THAT BEST DESCRIBES THE CHILD AND WRITE IN THE NUMBER OF THAT STATEMENT IN THE BOX NEXT TO THE ITEM NUMBER. IF THE CHILD'S BEHAVIOR FALLS IN BETWEEN ANY TWO STATEMENTS WRITE THE NUMBER BETWEEN THE STATEMENTS.

☐ 49. Having selected an activity for himself, how well does he usually attend to it?

7	6	5	4	3	2	1
Only momentarily		For short periods		Long enough to almost complete task		Long enough to complete task

☐ 50. When an adult tries to show him how to do something he is capable of learning to do, how does he attend?

7	6	5	4	3	2	1
Only momentarily		For short periods		Long enough to almost complete task		Long enough to complete task

☐ 51. How imaginative is the child's play?

1	2	3	4	5	6	7	8	9
Very creative and imaginative		Tends to be creative and imaginative		Does not tend in one direction or another		Tends to be simple, repetitive, unimaginative		Completely lacking in imaginative and creative qualities

---

FOR THE NEXT FOUR ITEMS USE THE RATING SCALE BELOW.

Very frequently	Often	Occasionally	Rarely	Never
1	2	3	4	5

COMPARED TO NORMAL CHILDREN HIS AGE, HOW OFTEN DOES THE CHILD...

Rating	Item	Rating	Item
☐	52. Resist an adult offer of help in doing things?	☐	54. Show great pride and satisfaction when he has accomplished something?
☐	53. Look happy, smiling and cheerful?	☐	55. Want to do things for himself without help from others?

FOR ITEMS 56-77, USE THE RATING SCALE BELOW.

Extremely	Markedly	Distinctly	Quite a bit	Moderately	A little	Very slightly	Not at all
8	7	6	5	4	3	2	1

COMPARED TO NORMAL CHILDREN HIS AGE, TO WHAT DEGREE IS THE CHILD...

Rating	Item	Rating	Item
☐	56. Messy or sloppy in his eating habits?	☐	59. Easily over-excited?
☐	57. Clumsy or awkward in his gross body movements? (Examples: Walking, running, jumping)	☐	60. Changeable or variable in mood or emotional state?
☐	58. Unable to bathe himself without supervision?	☐	61. Careless about appearance and belongings?

Ex-tremely 8	Mark-edly 7	Dis-tinctly 6	Quite a bit 5	Moder-ately 4	A little 3	Very slightly 2	Not at all 1

Rating Item

- ☐ 62. Clumsy when doing things with his fingers? (Examples: Buttoning; lacing; picking up small objects)
- ☐ 63. Obsessed with persistent ideas which occupy his mind or he talks a lot about?
- ☐ 64. Unemotional? (Rarely shows feelings)
- ☐ 65. Socially isolated or withdrawn?
- ☐ 66. Unconcerned about what others think of him or how they react to him?
- ☐ 67. Unpredictable in his behavior?
- ☐ 68. Rejected or avoided by other children?
- ☐ 69. Easily distracted in what he is doing by what others are doing around him?
- ☐ 70. Finicky and selective in what he will eat?
- ☐ 71. Afraid of getting hurt in physical play? (Examples: Climbing; rough housing)

Rating Item

- ☐ 72. Lacking in muscle tone? (Example: When you feel his muscles they seem soft and doughy)
- ☐ 73. Unable to dress himself without supervision?
- ☐ 74. Prone to get dirty and untidy quickly?
- ☐ 75. Impatient and unable to wait for things?
- ☐ 76. Physically weak?
- ☐ 77. Timid or shy? (Will not "venture" out to try something new)

FOR ITEMS 78-95, USE THE RATING SCALE BELOW.

Very frequently 5	Often 4	Occasionally 3	Rarely 2	Never 1

COMPARED TO NORMAL CHILDREN, HOW OFTEN DOES THE CHILD ...

Rating Item

- ☐ 78. Seem unable to stand up for his rights if attacked or criticized by other children? (Cries, runs away, gives up)
- ☐ 79. Play or remain by himself rather than with other children?
- ☐ 80. Liable to overeat if you don't watch him carefully?

Rating Item

- ☐ 81. Act before he thinks (is impulsive)?
- ☐ 82. Spit at others?
- ☐ 83. Make homosexual advances upon others?

Very frequently	Often	Occasionally	Rarely	Never
5	4	3	2	1

Rating	Item
☐	84. Use his name rather than the word "I" when referring to himself in conversation? (Example: "Sally went upstairs to get her dolls")
☐	85. Speak in a way that is disconnected, incoherent or not sensible or meaningful? (Note: Disregard speech handicaps and focus on the quality of thought expressed)
☐	86. "Mechanically" repeat what is said to him (echolalia)?
☐	87. Demand his share even when equal shares have been distributed? (Complain of unfairness)
☐	88. Show jealousy when another child receives attention from an adult?
☐	89. Use the sound of "h" or "t" at the beginning of words when he shouldn't? (Examples: Says "tat" for sat, or "harm" for farm, or "tull" for bushel, etc.)
☐	90. Speak unclearly? (Examples: Stutter; pronounce words poorly; voice quality indistinct)
☐	91. Put inedible, unhealthy or even dangerous things in his mouth? (Examples: Paper, wood, dirt, pins, garbage)
☐	92. Avoid looking directly at you or into your face, or seem to look through you rather than take notice of you?
☐	93. Rock back and forth while sitting or standing?
☐	94. Display odd facial grimaces, strange gestures, or odd movements? (Examples: Hitting or biting himself; senseless or "magical" movements of fingers, arms, legs or head)
☐	95. Mumble, shout out, or make unusual vocal noises?

☐ 96. How socially meaningful are the child's social communications to others?

9	8	7	6	5	4	3	2	1
No meaningful communication with others		May initiate speech, or gestures, but they have little meaning to him		Communicates only when he wants the adult to do something or give him something		There is back and forth communication with others, tho centered mainly on the child's needs		There is meaningful give and take of ideas or feelings with others

☐ 97. How well developed is the child's language usage?

5	4	3	2	1
Uses few words or makes up own words or has no speech	Uses many words but no sentences	Uses two or three word phrases or combinations of words	Uses simple short sentences	Uses fairly complete or full sentences

ADDED COMMENTS

Please feel free to record below any additional descriptions of this child's behavior which you think are striking or characteristic, or may not be sufficiently covered by the scales.

DEVEREUX CHILD BEHAVIOR (DCB) RATING SCALE*

George Spivack, Ph.D. and Jules Spotts, Ph.D.

DCB PROFILE

Child's Name _____ Rater's Name _____

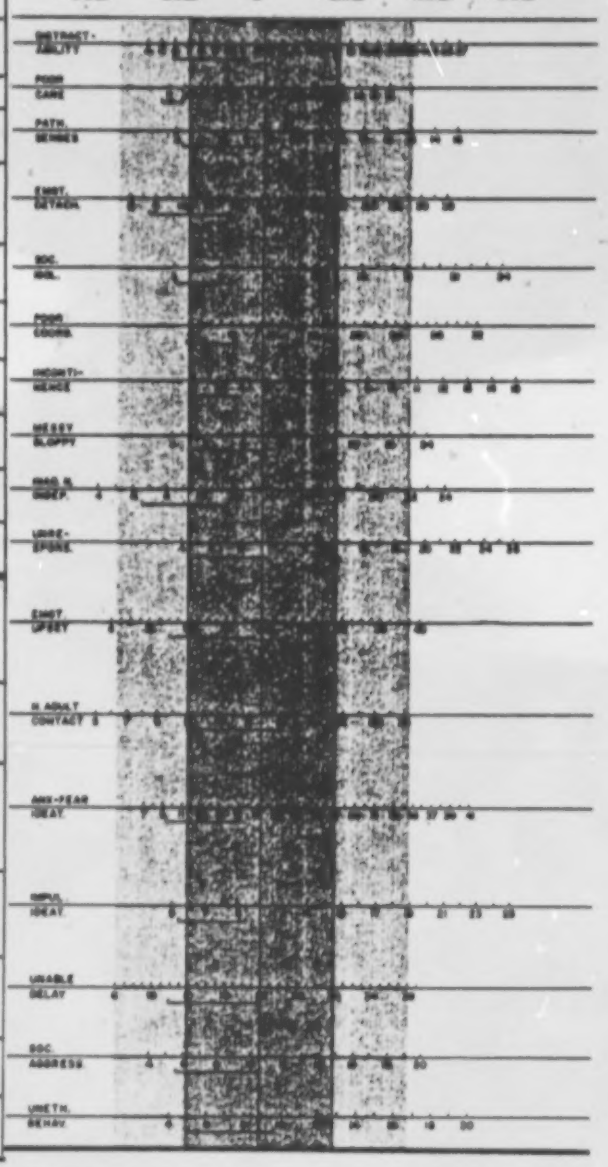
Age _____ Birthdate _____ Rater's Relationship to Child _____

Sex _____ I. Q. _____ Date of Rating _____

Behavior Factor	Factor Item Raw Scores	Total Raw Score
(1) Distractability	jump 40 ___ 50 ___ attend attend 49 ___ 69 ___ distract.	
2. Poor self care	bathe 58 ___ 73 ___ dress	
3. Pathological use of senses	hyper. 2 ___ 18 ___ not not see 4 ___ hear	
4. Emotional detachment	face 8 ___ 34 ___ daydr. lather. 16 ___ 35 ___ unhap. stare 32 ___ 53 ___ no smile	
(5) Social isolation	isol. 65 ___ 77 ___ timid reject. 68 ___	
6. Poor coordination and body tonus	gross 57 ___ 72 ___ tone fing. 62 ___ 76 ___ weak	
7. Incontinence	soil 46 ___ 48 ___ night day 47 ___	
(8) Messiness, sloppiness	eat 56 ___ 74 ___ dirty clothes 61 ___	
9. Inadequate need for independence	imag. 51 ___ 54 ___ no pride no help 52 ___ 55 ___ do self	
10. Unresponsiveness to stimulation	no pain 9 ___ 64 ___ unemot. insens. 12 ___ 66 ___ indif.	
(11) Proneness to emotional upset	anger 6 ___ 26 ___ phd on vs. him 7 ___ 33 ___ upset upset 15 ___ 39 ___ tears anger 20 ___ 44 ___ upset	
12. Need for adult contact	strge. 1 ___ 19 ___ phys. help 5 ___ 43 ___ dep. attsn. 11 ___	
13. Anxious-fearful ideation	hith. 10 ___ 29 ___ fears rapid 13 ___ 63 ___ obsess. pain 22 ___ 67 ___ unprod. jump 28 ___	
14. "Impulse" ideation	grand. 17 ___ 36 ___ drms. sex 25 ___ 41 ___ swear imag. 30 ___	
(15) Inability to delay	refuse 3 ___ 59 ___ excit. nag 24 ___ 60 ___ mood sull. 42 ___ 75 ___ impat.	
(16) Social aggression	hit 14 ___ 27 ___ bully boss 23 ___ 38 ___ provoke	
(17) Unethical behavior	lie 21 ___ 37 ___ blame steal 31 ___ 45 ___ cheat	

RAW SCORES IN STANDARD SCORE UNITS

-2SD -1SD 0 +1SD +2SD +3SD



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Appendix 2

Name_____

COMMUNICATION SKILLS SURVEY

by- Marvin Silverman, Counselor

I For each incident, select the most effective statement for praising the child. Draw a circle around the letter preceding your answer.

1. Danny says, "Thank you" when Aunt Ellie offers him some ice cream.

   a. "Danny, you are very polite. You remembered to say 'thanks' for the ice cream."

   b. "Good boy! You really know how to make mommy happy!"

2. Adrienne brings home an "A" spelling paper.

   a. "Adrienne, you're so smart. I love you!"

   b. "Adrienne, you studied hard and earned an 'A.' You should be very proud of yourself."

3. Gary makes his bed without being told to.

   a. "Gary, I'm so proud of you. You are very responsible."

   b. "Gary, you made your bed without being asked to. I really appreciate that, thanks."

4. Diana does not touch the store's merchandise while shopping with her mother.

   a. "Diana, it's great that you know how to behave in a store."

   b. "Diana, you've kept your hands off all of the store's things. This shows that you respect other people's property. Pick out a treat from this shelf since you're being so considerate."

II The following incidents might occur in a home. Below each incident write what the parent should say to the child.

1. Michael spills out some milk on the kitchen floor.

_____

_____

_____

2. Mona gets an 'F' on her spelling test.

_____

_____

_____

3. Alan is taking a bath and lets the water spill over on to the bathroom floor.

_____

_____

_____

III Select the best response to this situation: Anthony comes to the table with very dirty hands.

a. "I can't enjoy my dinner when I see all that dirt. It makes me feel kind of sick and lose my appetite. If you want to sit at the table, you'll have to wash your hands."

b. "You're not being a responsible big boy. That's what a little baby might do."

IV Show the child that you are concerned with his feelings. Reply to each of his statements in a way that lets him know you understand how he feels.

1. "I can't find anyone to play with."

_____

_____

_____

2. "I'm pretty smart. I'm the only one in the class that got an 'A' on this test."

_____

_____

_____

3. "I don't want to be Corey's friend anymore. He always teases me."

_____

_____

_____

Did you remember to write your name on the first page?

Communication Skills Survey

Answer Key

(Test items are directly related to the content of the class)

I

1. a
2. b
3. b
4. b

II

1. A statement related to the child cleaning up the milk.
2. A statement related to a specific way Mona could improve.
3. A statement related to Alan cleaning up the mess.

III a

IV

1. A statement that identifies the child's underlying feeling.
2. Same as IV - 1
3. Same as IV - 1

1 point for each correct item.

Appendix 3

Name_____

BEHAVIOR MANAGEMENT SKILLS SURVEY

Circle the letter of the answer you select in each question.

1. In which situation below does the parent act correctly, a or b?
   a. Dinner is ready but Linda is not home. Linda knows that dinner is always served at 6:30 and she can tell time. The family sits down to eat without her, her food is on the table and getting cold.
   b. Laura is late for dinner. At 6:35 her mother calls outside. There is no answer. At 6:45 father calls, still no answer. Mother puts Laura's food in the oven. The family eats. When Laura comes in at 7:00 PM, mother gives her her dinner and explains to her the importance of coming home on time.
2. Which method is the most effective: a, b, or c?
   a. Mother gives Michael $2.00 a week as an allowance.
   b. Mother gives Michael money as he needs it.
   c. Michael gets 50¢ a week for taking out the trash, 20¢ for each school day he completes his homework, and 10¢ for each day he follows his parents' directions.
3. Which method is the most effective: a, b, or c?
   a. Parents insist that Wendy clean her room whenever it becomes really dirty.
   b. Parents insist that Wendy clean her room every Saturday.

c. Parents insist that Wendy has her room in order by bed time each night. She is told that she must hang up her clothes, put all toys away, put all trash in the trash basket and have the top of her desk neat.

4. Which would be the best way to present a household chore to a child: a, b, or c?

a. John, it's your job, starting today, to cut the grass once a week.

b. John, I want you to cut the grass every Friday afternoon. Do a thorough job. None of this slip dash stuff.

c. John, I want you to cut the grass every Friday afternoon. Do the front yard, the back yard, and the front extension. Also, edge the front sidewalk and clip around the trees.

5. Which of the following rules would be easier for a parent to enforce: a, b, or c?

a. Jack, do the dishes before 9:00 PM every Thursday night.

b. Jack, do the dishes every Thursday.

c. Jack, at least once a week you must do the dishes.

6. Which of the following behaviors should a parent ignore: a or b?

a. Nick neglects to empty the trash.

b. Nick says, "Dad, it's silly to empty the trash tonight. The basket's only half full."

7. What should you do if Gary is crying and hitting his head against the pillow because you won't let him have ice cream: a, b, or c?

a. Give him his favorite toy and hug him.

b. Continue reading the newspaper.

c. Hold him on your lap while you're reading the newspaper.

8. Twelve-year old Jeff is going to visit his friend. You say, "Be home at 6 o'clock because we are going out for dinner. If you are not home we will go without you." At 6, Jeff is not home. What should you do: a, b, or c?

a. Call and ask his friend's mother to send him home.

b. Go without him.

c. If he's not home by 7 o'clock, eat at home instead of going out.

9. Joanne asks for a cookie but it is too near dinner time. You say, "No cookie now." Joanne screams and kicks. What should you do: a, b, or c?

a. Say nothing.

b. Give her 1/2 a cookie to calm her down.

c. Hug her to calm her down.

10. Which of the following is the <u>most</u> effective way to praise a child: a, b, or c?

a. "Tony, you're a good boy!"

b. "Tony, you kept working at that for a long time and you finally got it."

c. "Wow, Tony, you're fantastic!"

11. When you ignore a child's behavior, the behavior (choose one: a, b, or c).

a. Will stop rapidly.

b. Will get worse before it gets better.

c. The behavior will only stop if you also explain to the child why the behavior is bad.

12. It's dinner time. Jeff wants some more iced tea but he wants his mother to get up and go into the kitchen to get it for him. What should his mother do? Write your answer below.

Behavior Management Skills Survey
Answer Key

The items are directly related to the content of the class.

1. a
2. c
3. c
4. c
5. a
6. b
7. b
8. b
9. a
10. b
11. b
12. A response indicating that the responsibility is given to the child.

Appendix 4

Mother-Child Relationship Evaluation

NOTE: The following evaluation form by Robert M. Roth, Ph.D. is copyrighted 1961 by Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, California 90025, and is not available for ERIC reproduction. Pages 73-76 have been removed from this document.

Appendix 5

The Parent Child Relationship Evaluation

(Adapted from Robert Roth's Mother-Child Relationship Evaluation)

Parent's Name _____

Number of Children _____

Ages of boys: _____ Ages of girls: _____

The Information You Provide Is Strictly Confidential.

Directions:

To better understand you and your child, and your relationship with your child, please express your opinions or your feelings about the statements which follow, when you turn this page. There are no "right" or "wrong" answers, only your opinions or feelings. Let your personal experiences decide your answers. Keep in mind the child for whom you are seeking help.

Do not spend too much time on any one statement. If you are in doubt, circle the opinion or feeling closest to expressing your feelings at this time. BE SURE TO ANSWER ALL STATEMENTS.

Read each statement carefully, then draw a circle around the opinion or feeling to the right of the statement which comes closest to your opinion or feeling.

If you STRONGLY AGREE with the statement or feeling, circle the letters SA; if you AGREE, circle the letter A; if you are UNDECIDED, circle the letters UN; if you DISAGREE, circle the letter D; and if you STRONGLY DISAGREE circle the letters SD. You will have time to answer all statements. When you finish, please turn in your booklet. NOW TURN THE PAGE AND BEGIN.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
1-OP	If possible, a parent should give a child all those things the parent never had.	SA	A	UN	D	SD
2-R	Children are like small animals and can be trained the same as puppies.	SA	A	UN	D	SD
3-OP	Children cannot choose the proper foods for themselves.	SA	A	UN	D	SD
4-R	It is good for a child to be separated from its parents from time to time.	SA	A	UN	D	SD
5-OP	"Having fun" usually is a waste of time for a child.	SA	A	UN	D	SD
6-OP	A parent should defend the child from criticism.	SA	A	UN	D	SD
7-OP	A child is not at fault when it does something wrong.	SA	A	UN	D	SD
8-R	When a parent disapproves an activity of the child, he/she should over-emphasize its danger.	SA	A	UN	D	SD
9-OP	My child cannot get along without me.	SA	A	UN	D	SD
10-R	My child does not get along with other children as well as it should.	SA	A	UN	D	SD
11-A	Parent should be resigned to the fate of his/her child.	SA	A	UN	D	SD
12-OP	A parent should see that a child's homework is done correctly.	SA	A	UN	D	SD
13-R	To raise a child suitably, the parents should know fairly well what they would like their child to be.	SA	A	UN	D	SD

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
14-O1	A parent should "show off" a child at every opportunity.	SA	A	UN	D	SD
15-O1	It takes much energy to discipline a child properly.	SA	A	UN	D	SD
16-OP	A parent should never leave a child by itself.	SA	A	UN	D	SD
17-R	With the right training, a child can be made to do almost anything.	SA	A	UN	D	SD
18-O1	It is good for a parent to cut a child's hair if it dislikes going to the barber.	SA	A	UN	D	SD
19-O1	I often threaten to punish my child but never do it.	SA	A	UN	D	SD
20-R	When a child disobeys in school, the teacher should punish it.	SA	A	UN	D	SD
21-R	My child annoys me.	SA	A	UN	D	SD
22-OP	It is the parent's responsibility to see that the child never is unhappy.	SA	A	UN	D	SD
23-R	A child is an adult in small form.	SA	A	UN	D	SD
24-O1	A parent cannot spend too much time reading to his/her child.	SA	A	UN	D	SD
25-OP	A child needs more than two medical examinations each year.	SA	A	UN	D	SD
26-OP	Children cannot be trusted to do things by themselves.	SA	A	UN	D	SD
27-R	Breast feeding should be stopped by the mother as soon as possible.	SA	A	UN	D	SD
28-OP	Children should always be kept calm.	SA	A	UN	D	SD
29-O1	A child should not have a fixed allowance.	SA	A	UN	D	SD

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
30-R	I often play practical jokes on my child.	SA	A	UN	D	SD
31-O1	A parent should lie down with its child if it cannot sleep.	SA	A	UN	D	SD
32-R	Often children act sick when they are not sick.	SA	A	UN	D	SD
33-OP	Children can never bathe themselves as they should.	SA	A	UN	D	SD
34-O1	A child should not be scolded for grabbing things from an adult.	SA	A	UN	D	SD
35-A	When a parent has problems with a child with which he/she cannot deal, the proper help should be sought.	SA	A	UN	D	SD
36-O1	When a child cries, it should have the parents' attention at once.	SA	A	UN	D	SD
37-O1	Somehow, I cannot refuse any request my child makes.	SA	A	UN	D	SD
38-A	Children have rights of their own.	SA	A	UN	D	SD
39-O1	Parents should always see that their child's demands are met.	SA	A	UN	D	SD
40-A	A chald should not get angry at its parents.	SA	A	UN	D	SD
41-A	Young children, like toys, are for their parents' amusement.	SA	A	UN	D	SD
42-A	Child-bearing is a responsibility of marriage.	SA	A	UN	D	SD
43-A	There are certain right ways of raising a child, no matter how the parents feel.	SA	A	UN	D	SD
44-A	Children should be seen but not heard.	SA	A	UN	D	SD

		Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
45-A	A parent should control the child's emotions.	SA	A	UN	D	SD
46-A	Since thumbsucking is an unhealthy habit, it should be stopped by all means.	SA	A	UN	D	SD
47-A	It is not too helpful for a mother to talk over her plans with her child.					
48-A	A child should please its parents.	SA	A	UN	D	SD

END

Please see that you have answered all statements, then turn in your booklet.

Appendix 6

PARENTING SKILLS CLASS

CLASS EVALUATION

Date_____ Session #_____

Circle your answer to each statement.

1) The information presented today was (a) very helpful, (b) helpful, (c) not helpful.

2) The information presented today was ... (a) clear, (b) somewhat clear, (c) not clear.

3) Most of the information presented today was to me ... (a) new, (b) partially new, (c) not new.

4) I could apply the techniques we studied today in my home if I want to. (a) Yes (b) No.

5) I would like to apply the techniques we learned today in my home. (a) Yes (b) No.

Please write below any additional comments you have about today's meeting.

PARENTING SKILLS CLASS - FINAL EVALUATION

- DO NOT WRITE YOUR NAME -

1. Of the seven sessions, how many sessions did you attend? _____

2. The sessions were -

   _____ Too long
   _____ Too short
   _____ Just right

3. The class should be

   _____ more structured
   _____ more flexible
   _____ no change

4. The material covered was

   _____ very helpful
   _____ sort of helpful
   _____ not helpful

5. Did the class experience

   a. Change your ideas about children? Yes_____ No _____

   b. Change your methods at home? Yes_____ No _____

   c. Help improve your children's behavior? Yes_____ No _____

   d. Help you communicate better with your children. Yes_____ No _____

6. Would you recommend this class to another parent? Yes_____ No _____

7. What did you like best? _____
   _____
   _____

8. What did you like least? _____
   _____
   _____

9. Have you attended other parenting classes before this one? ____Yes ____No
   If yes, how was this class different from your previous experience?
   _____
   _____
   _____

Please use the back of this sheet to make any other comments. THANK YOU.

Appendix 8

Outline of Class Session #1

PARENTING SKILLS CLASS

Session #1

Introductory Meeting

Objectives:

1) Participants will be able to register for the class.
2) Baseline data (Devereux Child Behavior Rating Scale and Parent-Child Relationship Survey) will be collected.
3) Participants will be provided with an overview of the class.
4) Participants will introduce themselves.
5) The class will discuss their attitudes on parenting.

Materials Needed:

1) Class Registration Form (see appendix 15).
2) Devereux Child Behavior Rating Scale (see appendix 1).
3) Mother-Child Relationship Survey (see appendix 4).
4) Pencils
5) Name tags

Outline of Session's Content:

1. As parents enter the room they are provided with a class registration form, a pencil, and a name tag.

2. The class is called to order and the registration forms are collected.

3. The class leader introduces himself and the class members introduce themselves by telling their names, the names and ages of their children, and any other information that they wish to share.

4. The participants are asked to complete the Devereux Child Behavior Rating Scale.

5. The participants are asked to complete the Mother-Child Relationship Survey.

6. An overview of the class is presented. It is emphasized that the purpose of the class is to consider various child rearing methods. The class is not designed for therapy for specific problems. We will emphasize the importance of parent-child interactions. Specifically, a child's misbehavior can often be related to the parents' behavior management procedures. During these sessions discussions will include how behavior is learned, how new behaviors can be taught, punishment, how to make children feel good about themselves, how to use behavior charts, how to communicate with children, and other topics.

7. The participants explore their attitudes on parenting. The leader reads the following statements to the class. Participants are asked to react to each statement.

a. Children learn "good" and "bad" behaviors from their parents.

b. All children go through stages in their lives and parents can do little, if anything, to alter their child's behavior.

c. Rewarding a child for "good" behavior rather than punishing him for "bad" behavior is a good child-rearing practice.

d. Open and honest communication regarding sex education, drugs, etc. will avoid many problems in the future.

e. When we pay attention to "bad" behavior, we actually strengthen it.

f. Much of a child's behavior results from his imitating his parents.

g. The amount of time a parent spends with a child is the most important factor in parent-child communication.

h. Spanking is a good method of controlling a child's behavior.

i. Children should never have the right to question their parent's judgment.

j. Both parents should be involved in the disciplining of the children.

k. All children should have the responsibility for carrying out household chores.

l. Children should earn an allowance rather than automatically receive one or be given money whenever they need it.

m. Love of a child is enough to guarantee a well-behaved youngster.

n. A child should never be allowed to express hatred of a parent.

o. In today's world, parents cannot be expected to be held responsible for their children's actions, considering the influence of friends, TV, movies, music, etc.

8. The leader suggests an "assignment" to the class. "On a sheet of paper make two columns, a + and a - column. Tomorrow, whenever you say something positive to your child, put a check in the + column (the leader explains what "saying something positive" means). Whenever you say something negative to your child, put a check in the negative column (the leader explains what "saying something negative" means.) Bring this sheet to next week's class."

9. The class can comment on today's session, ask questions, etc.

10. The class leader summarizes today's session.

11. The class is adjourned.

Appendix 9

Outline of Class Session #2

PARENTING SKILLS CLASS

SESSION # 2

Using Reinforcers, Consequences and "Punishment"

1. Participants will be provided with a general explanation of behavior modification theory.
2. Participants will be provided, by a lecture, with information on the use of reinforcers.
3. Participants will be provided, by a lecture, with information on how to use logical consequences of behavior.
4. Participants will be provided, by a lecture, with information on how to use extinction.
5. Participants will discuss some practical (everyday) applications of the techniques studied thus far through the use of simulations.

Materials needed:

1. Handouts: "What is Behavior Management" (see Appendix 16), "Teaching Children Responsibility" (see Appendix 17), "Rewarding Children" (see Appendix 18).
2. Cassette tape player and the tape, Behavior Management, designed for this group.
3. Behavior Management Skills Survey.

Outline of Session's Content:

1. Welcome participants, take attendance.
2. Participants complete the Behavior Management Skills Survey.
3. A general explanation of behavior modification.
   - A. People learn how to behave from each other - most behavior is taught.
   - B. Play tape: "Behavior Management," side 1, #1.
   - C. With the behavior modification approach, we learn to be specific in describing behaviors. "Bob is lazy" is not an adequate description of a behavior problem. The word "lazy" does not tell us just what Bob does or says. However, "Boo was late to school four times last week" does describe something he has done and how often he has done it.

D. Distribute and discuss the "handout" -- "What is Behavior Management" (See Appendix 16).

4. Using Reinforcers

A. Define "reinforcer." A reinforcer maintains or increases a behavior. Give examples of reinforcers:

Physical ..... e.g. pat on the head
Social ..... e.g. praise
Token ..... e.g. points
Activity ..... e.g. play a game
Unlearned ..... e.g. food

B. Discuss Grandma's Rule: "You do what I want you to do before you get to do what you want to do. First you work, then you play." Example: "You can go out and play after you take out the trash."

This is not Grandma's rule: "You can go out and play if you do your homework later."

C. Everyday "privileges" can be used as reinforcers.

D. When to reinforce. When teaching a new behavior, reinforce immediately and reinforce every occurrence of the behavior.

E. Reinforce improvement or steps in the right direction.

Example goal: Child goes to strange children, introduces himself and asks to play.

Sub-goal 1: Mother says, "Hi, this is Johnny. Can he play with you?"

Sub-goal 2" Mother and child walking, notice other children playing. Mother tells child, "Let's go see what they are doing. When we get over there, tell them your name and ask them if you can play too."

Sub-goal 3: Same as sub-goal 2; mother gives same verbal cue but she only walks part of the way over with Johnny.

Sub-goal 4: Mother does not accompany Johnny at all, but says, "Why don't you go over there and see if you can play with them."

Simulation for group discussion: Mother wants five-year old Bradley to dress himself in the morning. But when she says, "Get dressed" he dawdles and plays in his room so that mother ends up dressing him. How could you break this behavior (dressing) down into small steps for Bradley to learn?

F. Warning: A parent can accidently teach a child bad habits by occasionally giving in, even though the parent "knows better." To change a child's undesirable behavior, the parents must be VERY CONSISTENT in not rewarding that undesirable behavior.

G. Emphasize the most important points about reinforcement:

... At first, immediate reinforcement is most effective.

... Reward improvements.

... Be careful not to accidentally reward undesired behaviors.

5. Using logical consequences for behavior -

A. Natural consequences are the direct result of the child's behavior. For example: A child is careless, falls down, and hurts his knee.

B. Logical consequences are established by the parents and are a direct and logical consequence of the misbehavior. For example: A child is late for dinner. Instead of reminding or punishing, mother has quietly removed his plate. Regardless of his reaction, the parent maintains a friendly attitude. The parent must not argue with the child.

C. Play tape: Behavior Management, side 1, #2

6. Using extinction to reduce behaviors.

To stop a child from acting in a particular way, you may arrange conditions so that he receives no rewards following the undesired act.

Play tape: Behavior Management, side 1, #3.

7. Simulation exercises for the class.

A. Mother notices that the kids are being quiet. She checks on them in the family room and can't believe what she sees -- all three of them are playing together and watching TV. Mother quietly sneaks back to the kitchen before the kids see her. What should you do if this happens?

B. Marlene and mother are in the grocery store and Marlene wants a box of cookies. Mother says, "No" and Marlene begins to cry and scream. Mother says that Marlene can have the cookies if she will be quiet. How would you handle this situation?

C. Father reminds Barry of their rule -- no TV until studies are done. Barry asks to see just one more show, then he will study. Father gives in and Barry smilingly turns back to his television show. How could you handle this situation more effectively?

D. Robert is upset because a boy in his class keeps teasing him and calling him "four eyes." What should Robert's mother do?

E. Sara gets a dog on the condition that she will care for it. For two weeks she hasn't fed or walked the dog. What should Sara's parents do?

8. Feedback: Ask the class to share one thing they learned today.

9. Homework: Select one behavior of your child that you wish to strengthen. Use reinforcement this week. Report back to us on the results next week.

10. Pass out Weekly Evaluation Sheet.

11. Adjourn session.

Appendix 10

Outline of Class Session #3

PARENTING SKILLS CLASS

SESSION # 3

Using Behavior Charts

Objectives:

1. Participants will be provided, by a lecture and tape recordings, with information on the use of token reinforcement.
2. Participants will be provided, by a lecture, with information on how to use a home behavior chart.
3. Participants will be provided, by a lecture, with information on how to use a school behavior chart.
4. Participants will design a home behavior chart for a child.
5. Participants will discuss their use of the skills discussed thus far.

Materials Needed:

1. Handouts: The Home Behavior Chart (see Appendix 19) and "Improving Your Child's School Behavior - A Guide For Parents" (see Appendix 20).
2. Cassette tape player and the tape, Behavior Management, designed for this group.

Outline of Session's Content:

1. Welcome participants and take attendance.
2. A general explanation of token reinforcement.
    A. Tokens are objects (stars, points, check marks, etc.) which a child can earn immediately for doing a good job. He can later exchange these tokens for objects or privileges of interest to him (Mention the example of money as tokens for adults). For a child, a token reinforcer is like money. It can be exchanged for a desired object or activity at some later time.
    B. A record must be kept which defines the behavior, number of tokens to be earned, the system of exchange, and how the tokens are to be spent or saved. A chart is usually used and visibility of the chart is important to help the child and parent remember their obligations.

C. The more difficult a behavior, the more tokens it should earn.

D. A variety of rewards must be provided. Make up a menu.

E. Play tape: "Behavior Management," side 2, #1.

2. How to Use a Home Behavior Chart:

A. Distribute the handout "The Home Behavior Chart." This handout serves as a guide for instructing parents on how to use a home behavior chart.

B. After discussing the handout, ask participants to use the blank behavior chart in order to design a chart for their child.

C. Discuss, with the participants, their charts. Give constructive feedback.

D. Encourage participants to use the chart in their home for one week and to report back on the results.

3. How to Use a School Behavior Chart:

A. Such a chart is needed if the child is having a behavior attitude, and/or motivational problems in school.

B. Distribute the handout "Improving Your Child's School Behavior -- a Guide For Parents."

C. Discuss the content of the handout with the group.

D. Discuss how to back up the chart at home including positive and negative consequences, reinforcers, and using the school chart in conjunction with the home behavior chart.

4. The participants are asked to discuss their attempts at using the skills discussed thus far.

5. An open question/answer/discussion period.

6. Feedback: Ask the class to share one thing they learned today.

7. Participants complete the weekly evaluation sheet.

8. Adjourn session.

Appendix 11

Outline of Class Session #4

PARENTING SKILLS CLASS

SESSION # 4

Changing Your Child's Behavior

Objectives:

1. Through the oral presentation of facts about corporal punishment, participants will become aware that this type of punishment is ineffective.

2. Participants will listen to and discuss the cassette tape, Changing Your Children's Behavior by Doctors John and Helen Krumboltz.

3. Participants will report on their attempts to use behavior charts with their children.

Materials Needed:

1. Handouts: "Helping Your Child Succeed in School" (see Appendix 21), "Discipline" (see Appendix 22).

2. Cassette tape player and the tape, Changing Your Children's Behavior by John and Helen Krumboltz (released by Psychology Today Cassettes).

3. Behavior Management Skills Survey.

Outline of Session's Content:

1. Information about corporal punishment (based on an article by Gilmartin, 1979).

   A. A study conducted by Murray Straus revealed that 81% of American parents employed corporal punishment on their children (Gilmartin, 1979).

   B. Studies show that parents who use corporal punishment expect beneficial results. But the violent reactions of a parent almost always resulted in the youngster becoming even less responsive to the needs and wishes of his or her elders.

   C. Many parents do not understand the meaning of the word, "discipline." "Discipline" means "education." "Discipline" is programmed guidance that helps people to develop internal self-control, self-direction and efficiency. Discipline requires mutual respect and trust; punishment requires external control by force.

D. Children who are frequently spanked tend to become highly resentful and distrustful of authority, less articulate and more sullen than those who grow up under milder and more effective forms of discipline.

E. Spanking is a means for parents to let off steam.

F. People must first interact before they can influence one another.

G. Frequent physical punishment teaches children that the best way to deal with undesirable or frustrating behavior in their peers is through violence and the inflicting of physical pain. Research has shown that children subjected to a good deal of spanking at home tend to be far more prone to fighting and other aggressive and destructive behavior at school than those who are seldom or never spanked. Such children tend to be more negative and resistant to learning.

H. The approaches we have been discussing (i.e. consequences and reinforcement) are alternatives to corporal punishment.

2. Play the cassette tape: Changing Your Children's Behavior. At key points and statements on the tape, stop the tape to discuss and emphasize these points.

3. Ask participants to tell about their attempts to use behavior charts. Give constructive feedback.

4. Feedback: Ask the class to share one thing they learned today.

5. Participants complete the Behavior Management Skills Survey.

6. Participants complete the weekly evaluation sheet.

7. Adjourn the session.

Appendix 12

Outline of Class Session #5

PARENTING SKILLS CLASS

SESSION # 5

Communication Skills: Part 1

Objectives:

1. Participants will complete the Communication Skills Survey.
2. Participants will demonstrate the skill of praising children by responding to simulation exercises.
3. Participants will demonstrate the skill of constructive criticism by responding to simulation exercises.
4. Participants will be able to distinguish between positive and negative comments.
5. A lecture on "how to talk to your child" will be presented by the class leader.
6. Participants will be able to distinguish between "you" messages and "I" messages.

Materials Needed:

1. Communication Skills Survey (see Appendix 2).
2. Handout: "How to Praise and Criticize Your Child." (see Appendix 23).
3. "Communication" cassette tape designed for this class.

Outline of Session's Content:

1. Participants complete the Communication Skills Survey.
2. How to Praise Children

   A. Praise is used to motivate a child in a new or positive direction. It has a positive effect on a child's self concept. Praise, when used appropriately, should build confidence and security, stimulate initiative and motivate learning, generate good will, and improve human relations. The basic idea behind praise is to describe the child's behavior, not to evaluate it.

B. Praise should be descriptive of the behavior. Praise should not be directed at the child's personality. (judgmental praise)

Example: Descriptive Praise: "Thank you for washing the car; it really looks great."

Judgmental Praise (poor approach): "You are a wonderful girl. I can always rely on you."

C. Practice in Praising.

... Jeffrey says "thanks" when Aunt Annie offers him candy.

... Howard's brother hits him and Howard ignores this.

... Susie removes her dishes from the table after dinner.

... Wendy and Carol are quiet on Saturday morning while their mother is sleeping late.

... Barry pours his father's tea at the restaurant.

... Marlene brings home a spelling paper with the grade of "B+" on it.

3. Constructive Criticism

A. The purpose of constructive criticism is to state what has to be done to improve a situation or problem behavior. It does not zero in on the child's personality, it deals with what actually happened. You do not attack the child's personality or criticize the child's character. You do look at the actual situation or behavior and look for a positive way to change the situation.

B. Example of constructive and ineffective criticism:

On the way home from the supermarket, twelve-year old Gary turns pale and becomes uptight. He had left his wallet at the store.

Constructive criticism: "We'll call the store as soon as we get home. Maybe someone found it and turned it in. If not, you'll have to accept the consequences of not taking care of your wallet."

Ineffective criticism: "You're so stupid and careless! Why weren't you more careful."

C. Parents who constantly use ineffective criticism may prevent their child from developing a positive self concept.

D. Practice in using constructive criticism.

... Jeff and Gary begin to wrestle in the living room and they knock over the coffee table, spilling cookies and ashes all over the carpet.

... Sara brings home a failure notice from school.

... Lisa breaks her new doll.

... Tommy slams the door as he leaves the house.

... When mother leaves five-year old Chris alone for a few minutes, he marks the kitchen wall up with his crayons.

4. Positive and Negative Comments

A. Chart your comments: positive and negative

B. Guide for judging positive comments

... Use of a positive greeting ("hello")

... Ask the child to do something rather than demand.

... Compliment child on his behavior.

... Pay positive attention to something the child is doing.

... Thank the child for doing something.

... Show the child the correct way of doing something.

... Ask for your child's opinion.

... Say something affectionate ("I love you")

C. Guide for judging negative comments

... Say "That's not right"

... Tell child "Leave me alone"

... Make a negative personal evaluation of your child ("You're dumb")

... Tell child he was doing something wrong rather than showing him the correct way to do something.

... Speaking quickly or loudly in an attempt to get rid of the child.

D. Is there a balance between your positive and negative comments?

E. Always evaluate the behavior -- not the child.

5. How to Talk to Your Child

A. Because of a child's trust in his parents, if he finds out that a parent lied he may react with disbelief.

Example: A parent fails to provide a promised reward or punishment.

B. Avoid being hypocritical (telling a child to say "thank you" but you don't do this).

C. Act consistently with your verbal behavior. If you punish a child, don't later apologize.

D. Parents and children should talk often about many things, not just problems. Don't talk to the child, talk with the child. Give the child a chance to say what is on his mind.

E. Give the child the reasons for your requests.

F. Play tape designed for this group: Communication, Side 1 #1.

G. How much time do you spend talking with your children: Play Communication tape, side 1, #2.

6. "You" Messages and "I" messages

A. Quit using put downs ("you're dumb" or "you act like a pig") Eliminate as many YOU messages as possible. Change them to I messages.

Example: YOU (messages do not express the parents' real feelings, thus poor communication:

"YOU stop that!"
"Why don't YOU be good?"
"YOU should know better."

B. Instead, when a parent simply tells a child how some unacceptable behavior is making the parent feel, the message generally turns out to be an "I" message:

Example:

"I" messages

"I cannot rest when someone is crawling on my lap."
"I don't feel like playing when I am tired."
"I sure get discouraged when I see my clean kitchen get dirty again."

Change .. "You are a pest" to "I am very tired now."

7. Participants complete the evaluation form for the session.

8. Feedback: Ask the class to share one thing they learned today.

9. Adjourn the session.

Appendix 13

Outline of Class Session #6

PARENTING SKILLS CLASS

SESSION # 6

Communication Skills: Part II

Objectives:

1. Participants will be instructed in and will be given an opportunity to practice listening techniques.
2. The concept of "who owns the problem" will be discussed by the class leader.
3. Participants will be instructed in the use of open questions and statements and will role play using these techniques.
4. Participants will be able to identify a child's feeling by listening to statements that a child might make.
5. Participants will complete the communication skills survey.

Materials Needed:

1. Communication Skills Survey (see Appendix 2).
2. Handout: "Exercises for Communicating With Children" (see Appendix 24).
3. Handout: "Communicating With Your Children" (see Appendix 25).
4. The book, Parent Effectiveness Training, by Thomas Gordon.

Outline of Session's Content

1. Listening Techniques

   A. What kind of listener are you?

      A supportive listener uses nonverbal signals when listening (leaning forward, positive head nods, smiles and other gestures.) He lets you know that he is with you and it's okay to talk.

      The involved listener is actively involved in helping another person identify his problems. Nonverbally, he will give you good eye contact and positive head nods. Verbally, he will reflect or mirror back key ideas and feelings. To clarify ideas, he may start a statement with, "I hear you saying. . . ."

The selective listener is a person who often seems to hear what is being said but he isn't involved in the feelings that the other person is sending with the message. For example, a child says, "Teachers are creeps" and the parent answers, "Don't let me hear you say that again."

B. Factors that slow down active listening.

...Fatigue
...Anger
...Put downs and name calling
...Environment (TV, stereo)

2. Listening for Feelings

Practice listening for feelings. Use Gordon's exercises, PET, page 307.

3. Using Open Ended questions

Practice using open ended questions (use the handout "Communicating With Your Children).

4. Who Owns the Problem ?

Read aloud p. 64 of Gordon's book (PET). Read middle of p. 65.

5. Exercises for Communication

Use the handout "Exercises For Communicating With Children" to orally practice the skills discussed.

6. Feedback: Participants share one thing they learned today.

7. Participants complete the Communication Skills Survey.

8. Participants complete the evaluation form for the session.

9. The session is adjourned.

Outline of Class Session #7

PARENTING SKILLS CLASS

SESSION #7

Putting It All Together

Objectives:

1. Participants, when presented with simulations, will be able to determine which skill is appropriate: Communication, praise, criticism, extinction.
2. Participants will have a discussion about their attempts at using the techniques discussed during class meetings.
3. Participants will be able to ask the class leader any "unanswered" questions.
4. Participants will complete the parent-child relationship evaluation.
5. Participants will complete the Devereux Child Behavior Rating Scale.
6. Participants will complete the final evaluation of the class.
7. Participants who attended at least five classes will be awarded a completion certificate.

Materials Needed:

1. Handouts:
   A. "Putting It All Together" (see Appendix 26).
   B. "The Preadolescent Boy" (see Appendix 27).
   C. "Suggested Reading" (see Appendix 28).
2. Mother-Child Relationship Evaluation (see Appendix 4).
3. Devereux Child Behavior Rating Scale (see Appendix 1).
4. Final Class Evaluation (see Appendix 7).
5. Completion Certificate (see Appendix 29).

Outline of Session's Content

1. When to use communication skills

   A. When the child wants to discuss a problem.

   B. When the child appears to be keeping in a strong feeling.

   C. When the child expresses a positive feeling.

   D. When the child needs help in decision making. A decision making chart can be helpful.

   E. When the parent asks the child about his opinion or feelings.

2. When to use praise

   To describe to the child his efforts, thoughtfulness, accomplishments, compliance with a rule, cooperative behavior, and positive behavior.

3. When to Use Direct Consequences for Behavior

   Use consequences when the child can experience the actual result of his behavior. For example, when the child is forgetful, does not do chores, fails to care for personal belongings, is careless, has a problem with friends, etc.

4. When to Ignore the Child's Behavior

   Tantrums, clowning around, "bad" words, sibling fights, continual requests for something after being told "no." Both parents must be consistent for the technique to work.

5. Simulations

   For which of the following situations would talking with the child be helpful?

   a. Jeff has a temper tantrum because mother won't let him ride his bicycle.

   b. Carol comes home from school in tears because she was not picked for the lead in the class play.

   c. David is very angry because his mother asked him to take out the garbage.

d. Susie was caught shoplifting at the convenience store.

e. Mother hears a noise in the kitchen and when she checks, she sees Danny with his hands behind his back and the broken cookie jar on the floor. Danny has been told many times that he is not allowed to touch the cookie jar.

f. Timmy keeps pleading to be taken to a movie but he has not cleaned up his room for several days, a job he was told to do several days ago.

g. Marlene has just had an argument with her best friend and she is feeling bad.

h. Howard is dawdling and making mother late for an appointment.

6. Open Discussion

   Let's talk about your attempts to use the techniques discussed during our class sessions.

7. Open question-answer-discussion period.

8. Parent-Child Relationship Evaluation.

9. Devereux Child Behavior Rating Scale.

10. Final class evaluation form.

11. Award class completion certificates to participants who attended at least five sessions.

12. Feedback: Participants share their reaction to being in the class.

13. Terminate the class.

Appendix 15

PARENTING SKILLS CLASS

Registration Form

Participant's Name _____

Address _____

Telephone (home) _____ (business) _____

Children:

Number of boys _____ Number of girls _____

Names & ages: Names & ages:

_____ _____ _____

_____ _____

_____ _____

What school (s) do your children attend? _____

_____

Please check the areas you would like to see covered in the group.

( ) Communication
( ) Behavior management
( ) Teaching children responsibility
( ) Building positive self concepts
( ) Discipline
( ) Motivation
( ) Other (specify): _____

Thank you for joining our class.

Appendix 16

WHAT IS BEHAVIOR MANAGEMENT?

by- Marvin Silverman, Counselor

Behavior management is the teaching of desirable behaviors and the elimination of undesirable behaviors through an organized and systematic application of the methods and experimental findings of behavioral psychology. It is not a theory. It is a science based on research findings. A behavior management program is ineffective unless it is carefully planned and implemented in a consistent manner.

BEHAVIOR MANAGEMENT IS .....

1. Specifying a behavioral goal to be reached by the child. The parent reinforces ("rewards") gradual successes towards meeting the goal. For example, if the goal is "respect others," a gradual success towards meeting that goal could be "do not tease your brother." The child should be expected to master behaviors one at a time until a whole new set of behaviors is learned.

2. Identifying what is rewarding a "bad" behavior, withdrawing that reward, and rewarding the "good" behavior.

3. Presenting a punishment or reward immediately after the behavior is exhibited.

4. When a child is improving, large quantities of immediate reinforcement (reward) is provided at first and the reinforcement is gradually reduced.

5. Selecting a reinforcer that is meaningful to the child (verbal praise, material reward, etc.).

6. Using modeling. If there are several children in a household, parents should praise appropriate behaviors exhibited by one child to "set an example" for the other children ("John, you said 'thank you' after I gave you the cookie. That's great!!").

7. With the child, write down specific behaviors you expect (e.g. "Make Bed Before School"). State the consequences of doing this behavior and not doing this behavior. Follow the plan.

8. Never using threats!! Follow through on any "promises" you make!!

9. Avoiding doing tasks for a child that he can do for himself.

BEHAVIOR MANAGEMENT IS NOT ....

1. Taking "good" behavior for granted and never recognizing it.

2. Punishing the child by allowing him to do something he likes (e.g. wash the car).

3. Hugging a child and saying, "You're so angry today" right after he hit another child. This could reward him for the aggressive action.

4. Constantly telling a child to hang up his clothes and when he does hang it up not verbally recognizing this behavior.

5. Constantly telling a child to take his thumb out of his mouth and when his thumb is finally out, you don't say anything.

6. Using a behavior chart on Monday, forgetting about it on Tuesday, then using it again on Wednesday.

Appendix 17

TEACHING CHILDREN RESPONSIBILITY

by - Marvin Silverman, Counselor

Many parents would say that raising a responsible child is one of their goals. In order to learn responsibility a child has to be given responsibilities and allowed to suffer the consequences of his own behavior.

Don't perform a task for a child that he can do for himself. For example, a parent should not have to help a normal eight year old get dressed. If you try to be a "good" parent and assume many of the tasks that your child can perform for himself, you may be sending a hidden message. The message is, "I don't have confidence in you." This can have a negative effect on the child's feelings about himself.

Don't protect the child from the consequences of his own behavior. If a child refuses to perform those tasks which are his responsibilities, the parent should STOP TALKING, remove himself from the conflict, and let the child experience the consequences of his irresponsibility. For example, if a child consistently leaves his toys around the house and he has been told that it is his responsibility to put the toys away, the child should suffer a logical consequence of his own behavior. A logical consequence might be the parent gathering up the toys left around the house and donating them to the Salvation Army or Thrift store. These toys would not be replaced. This action may seem a bit drastic but the child will learn that consequences are directly related to behaviors. Now, leaving toys around the house becomes the child's problem, not the parent's problem.

Parents who protect children from the consequences of their own behavior are denying their children the opportunity to become responsible and

self-reliant people. Protecting children from various consequences may make a parent feel that he or she is a "good" parent but in reality, the parent is not allowing the child to learn behaviors and skills that are important for functioning in our society.

We must always remember that responsible behavior should have positive consequences. For example, when the child does put his toys away without being told, this behavior should be praised by the parent. Good behavior should never be overlooked!!!

Appendix 18

"REWARDING" CHILDREN
by - Marvin Silverman, Counselor

Reward my child? Are you kidding? Why should I reward my child for doing something he's expected to do? I won't BRIBE my child!!

Hold on! First of all, we're not advocating bribery. If you look at the definition of bribery in the dictionary, you'll see something like "to pay someone for doing something wrong." We want to give a child a reward for doing something right. Right now, you might be rewarding your child for "bad" behavior. For example, a brother and sister have a fight. The mother comes right in and says, "Stop fighting, let's have some milk and cookies." Instead of teaching the children the proper way to behave, the mother has taught them that by fighting they can get attention from their mother and even a treat! Rewards are also part of life. When you work you're rewarded by a paycheck which can be exchanged for food, amusements, housing, etc.

Rewards help children learn "good behaviors." Rewards can be many different things including praise, prizes, treats, activities, privileges, money, etc.

Basic Rules About When to Reward:

1. When teaching a child a new task or behavior, reward IMMEDIATELY. Don't permit a delay between the child's response and the reward.

2. When a child is first learning a new behavior or task, reinforce EVERY correct response. As the child masters the new behavior or task, require several correct responses before rewarding. Now, the child doesn't know when to expect a reward.

3. Reward improvements or steps in the right direction. Do not demand perfect performance on the first try.

4. Never reward an undesirable behavior. For example, if Jeff's parents usually ignore his tantrums but the parents "give in" once in a while, Jeff's tantrums would probably become persistent. By occasionally giving in, you can actually "train" your child to maintain bad habits.

5. Tell the child why he is being rewarded.

Types of Rewards:

1. Verbal: Good, That's right, Excellent, That's Clever, Exactly, Good job, Good idea, Thank you, Great, Dynamite, I like that, You really pay attention, What you just did was very kind of you, etc.

2. Expressions: Smiling, Winking, Nodding, Clapping, etc.

3. Physical Contact: Patting head or shoulder, shaking hand, touching, sitting in lap, etc.

4. Activities: Making cookies, staying up late, seeing a movie, trips, having a friend stay overnight, eating, being read to, etc.

Rewards can also be used to decrease undesirable behaviors. Suppose you have a child who fights a lot and you want him to fight less. Think of something that is the opposite of fighting, that is, something that cannot occur if a child is fighting. Playing cooperatively cannot happen at the SAME TIME a child is fighting. If you reward the child when you catch him playing cooperatively, you will increase this positive behavior.

You may ask, "If I reward my child with material objects will he only value material things and not learn to value his own accomplishments?"

Planned rewards are simply a way to get a child engaged in a new activity which may produce its own intrinsic rewards once the child experiences them. As a child discovers that an activity or behavior produces its own rewards (e.g. the joy of reading), the importance of planned rewards is greatly reduced.

The most effective way to get a child to appreciate the intrinsic value of things, such as playing the piano, is for him to associate pleasant things with piano playing. A child is more likely to enjoy an activity if he's rewarded for IMPROVED performance rather than punished for minimal performance.

More specific instructions for using rewards will be discussed during our parenting skills class.

THE HOME BEHAVIOR CHART

by Marvin Silverman, Counselor

Do you want your child to grow up to be a responsible person? You have to teach your child to be responsible for his own actions. Children must learn that there are consequences for their behavior (good behavior results in a good consequence, bad behavior results in a "bad" consequence). A simple and effective approach for teaching responsibility is the Home Behavior chart. This chart serves as a "contract" between the parents and the child regarding the child's responsibilities and behaviors and the consequences of fulfilling or not fulfilling the obligations.

A home behavior chart helps parents become more consistent in responding to their child's behavior and it helps the child know, in advance, what the consequences of various actions will be. As a result of using the chart, your child should learn that just because he is alive, he is NOT automatically entitled to all privileges. The child must learn that first you do what you have to, then you can do what you want to.

The Home Behavior Chart is based on reinforcement principles. The laws of reinforcement were established many years ago by E. L. Thorndike, the "father" of educational psychology. It is a very simple principle: "A behavior which is followed by a desirable consequence will recur." This means that if a child likes what happens to him as a result of his behavior, he will probably repeat that behavior again. Many parents ignore this principle because they feel that rewarding a child for good behavior is bribery. Nonsense! The word "bribery" refers to paying someone for doing something wrong. As adults, we operate on a reinforcement (reward) schedule. We receive a paycheck for working and we exchange this pay for food, amusements, housing, cars, etc. The alternative to rewarding is, for many parents, nagging, begging, complaining, threatening, hitting, etc.

The Horne Behavior Chart does not require special rewards. The approach is simple: A CHILD IS ONLY ENTITLED TO PRIVILEGES (SUCH AS TV, MOVIES, MONEY TO SPEND, ETC.) IF HE FIRST DOES WHAT IS EXPECTED OF HIM. The rewards are actually things your child probably gets now without any conditions attached to them. Let's look at the chart.

HOME BEHAVIOR CHART

How to Earn Points	Point Value	Sun.	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
Total Points Earned Today								
Penalties								
1.								
2.								
3.								
Total Points Lost Today								
Today's Total Is (Total = Points earned minus points lost)								

Each day I earn at least _____ points, I can get or do one of these things: _____

_____

_____

Each day I do not earn at least _____ points, then _____

_____

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Under "How To Earn Points," you will list several desirable behaviors (things you want your child to do). Examples of desirable behaviors are:

Make bed before breakfast	Finish homework
Hang up clothes	Practice guitar for one-half hour
Brush teeth	Take bath
Go to bed by ____ o'clock	Put toys away
Come home on time	Take out garbage
Brush hair	Walk dog
Feed bird	Play nicely with sister
Be quiet when dad sleeps	Assist with the dishes

Select desirable behaviors that are important for your household and your child. After you decide how many desirable behaviors your child will work on, you must assign point values to each item. For the most important items, assign the most points. These points will eventually be traded in for privileges.

Under penalties, you should list behaviors you would like to decrease such as:

Cussing	Disobey parents
Yelling	Fighting with brother
Talking back to parents	Bad behavior in school

Assign a reasonable number of penalty points to each item you list under "penalties."

The child needs to earn a specified number of points per day in order to earn a privilege. The privilege is best if it can be provided to the child within 24 hours. Sample privileges are:

Stay up an extra half hour	Favorite meal
Go to a movie	Go for ice cream
Go bowling	One hour of TV
Go skating	50¢

On the chart, specify at least five-ten privileges or "rewards" the child can get. Each day his point total equals or exceeds his daily goal, he can select ONE privilege.

The goal (number of total points needed per day to select a privilege) should be easy when you begin using the chart and become harder as time passes. In the beginning, if the child's total can equal at least 50% of the maximum number of points he can earn, that can be considered his goal. Eventually, the goal can be raised until it reaches 80 or 85%. Whatever goal you set, it should remain the goal for the whole week.

A fixed allowance can also serve as a good "reward." Parents often give their children money as it is needed. A child should "earn" his money by exhibiting acceptable behavior and by doing his chores. First, determine what is the maximum weekly allowance you want your child to have. Then, each time your child gets a "penalty," deduct part of the allowance. For example, Lisa's allowance is $2.00 per week. Lisa got a "penalty" on Tuesday for talking back to her mother. Her mother deducts 25¢ from the allowance for each penalty entered during the week. This week, Lisa's allowance is $1.75.

An allowance can only be effective if the child MUST use the money for kid stuff (comics, snacks, pinball, movies, etc.). If a child receives all the money he needs from his parents, an allowance is meaningless. If a child must use the allowance money for certain purchases, then the allowance is meaningful. Therefore, if your child is receiving an allowance, don't give him money whenever he wants something.

In order to use the Home Behavior Chart successfully, here are some rules to follow:

1. The child cannot accumulate privileges. He must select privileges as he earns them.
2. No advances ! ! The child must always earn privileges.
3. If the child has had a "bad" day (did not meet his goal), do not permit him any pleasures that day (e.g. TV, snacks, stereo, use of the telephone, etc.).
4. Never promise a privilege that you may not be able to deliver.
5. Once the chart is made up for the week, do not add or delete any items. Do not change point values.
6. Don't argue with the child about points. The parent is the boss and the judge!
7. In the beginning, do not require the child to perform behavior that he may have great difficulty with.
8. Even if your child doesn't respond to the program, stick with it for a while. Your child may try to do poorly to make you give up the plan -- don't let him win. If you do, you'll teach him that he has the "power" to control you.

Are you ready to try the home behavior chart? If you are, be prepared to notice improved behavior at first and later on a regression to old behaviors. When this happens, change the privileges to spice up the program. For further help in behavior management read:

Becker, W. C. Parents Are Teachers: A Child Management Program, Champaign, Ill.. Research Press, 1971.

SAMPLE HOME BEHAVIOR CHART

How To Earn Points	Point Value	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
1. Make bed before breakfast	2							
2. Practice organ 1/2 hour	4							
3. Take bath	4							
4. Obey parents on first request	5							
5. Hang up clothes	3							
6. Take out garbage (evening)	3							
7. Walk dog	3							
8. Good report from school	10							
Total points earned today								
Penalties								
1. Cussing, each time	5							
2. Fighting, each time	5							
3. Talk back to parents, each time	10							
Total points lost today								
Today's Total Is ... (Total points earned minus points lost)								

Each day I earn at least 22 points, I can get or do one of these things: stay up 1/2 hour extra, go for ice cream, get 50¢, go skating, pick the dessert.

Each day I do not earn at least 17 points, then I do not get any privileges, no TV, no going outside, no snacks, no use of the telephone.

Appendix 20

Handout: Improving Your Child's School Behavior

IMPROVING YOUR CHILD'S SCHOOL BEHAVIOR

A GUIDE FOR PARENTS

by Marvin Silverman

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If you learn that your child is having problems at school, you may feel helpless because you are not at school all day to "make sure" your child behaves, does his work, follows school rules, etc. But you are NOT helpless! There are techniques you can use, but before you assume that your child has the power to change his behavior, work habits, and attitudes about school, you must rule out certain possible causes of school problems:

1. Vision: Be sure your child's eyes are functioning properly. An exam using an eye chart is not sufficient to detect a variety of problems. Have your child examined by an optometrist or opthamologist.

2. Hearing: Ask the school's principal if someone is available to check your child's hearing or ask your family doctor to refer you to someone who can do this.

3. Medical: Hyperactivity, allergy, diet and brain dysfunction are only a few possible causes of school problems. Ask your doctor if there can be a medical basis to your child's problems.

4. Learning: A child could have a learning disability or below average intelligence which would prevent him from performing adequately at school. Ask your child's teacher if it is possible that such a problem exists. School teachers and counselors are good at identifying children who may have such problems. If the teacher suspects a learning problem, the child can be tested by the school psychologist to determine if such a problem exists.

If your child does not have any of these problems or other disabilities, YOU can help the school to motivate your child and improve his school performance. Let's look at a typical situation.

Nine year old Jeffrey is constantly getting out of his seat, talking, and refusing to do his work at school. His father has a plan: Do you think this plan will result in improving Jeffrey's behavior?

The Plan

Father: Jeffrey, if you improve your behavior in school and do not get any bad conduct marks on your next report card (in 7 weeks), I will give you $20.

Jeffrey: Oh boy! I'll try!

Father: Good. I'm expecting all satisfactory grades in conduct. Well, Jeffrey, it's time for us to go to the football game now.

It's unlikely that the father's plan will result in improved school behavior because:

1. Seven weeks is too long of a time period for a child to wait for a "reward."

2. The $20 will have little meaning to Jeffrey because he really doesn't need it. His parents give him toys, presents, and activities (such as the football game) all of the time. If someone gave you everything you wanted and paid all of your bills would you still be motivated to put in 40 hours a week on your job? Most of us would quit!

3. A child cannot eliminate many poor behavior patterns all at one time. Expecting a child to go from a lot of misbehavior to almost all good behavior is unrealistic.

By now you must be wondering "What can I do?" How about spanking a child every time he misbehaves at school? No way!!! If you use physical punishment frequently, you may see an improvement for a little while but the "bad" behavior will probably return. Also, parents are models for their

children. Do you want to teach your child that the best way to deal with another person who you are not satisfied with is to hit? Children imitate their parents and will use physical punishment as THEIR way of dealing with friends, brothers, sisters, and others. Physical punishment can also cause a child to cheat, lie, run away, and have other reactions in an effort to avoid the punisher.

What YOU Can Do

Here's what you can do. You can back up the school in a planned program to help your child improve. It is suggested that your child learn that there are logical consequences for his actions. Just because he is alive does NOT entitle him to privileges (such as TV, playing with friends, going to fun places on the weekend, eating ice cream or dessert, etc.). Your child MUST learn that there is a direct connection between his behavior and privileges. Here's how to do it.

You must know how your child is performing in school on a daily basis. Research tells us that rewards or punishments should occur right after the behavior is exhibited. Rewarding or punishing a child for school performance should be done on a daily basis. In order for you to do this, you must ask your child's teacher or teachers to fill out a progress report form each day. Several different types of forms can be used depending on your child's school schedule and organization.

Form #1 is best in a school where the child has several teachers a day. The child must present this form to each teacher at the end of each class period. Form #2 is appropriate for grades 2 and up if the child stays with one teacher for most of the day. Form #3 is appropriate for children in kindergarten or first grade or for more severe problems. On Form #3, the

teacher is checking the child for the SAME behavior (s) several times a day. If you use this form start with one easy goal the first week and gradually make it more complex (easy goal = "keep floor clean," complex goal = "complete assignments"). Now, let's look at the forms.

DAILY PROGRESS REPORT FORM #1

Student _____ Class or Grade _____

Week Beginning _____

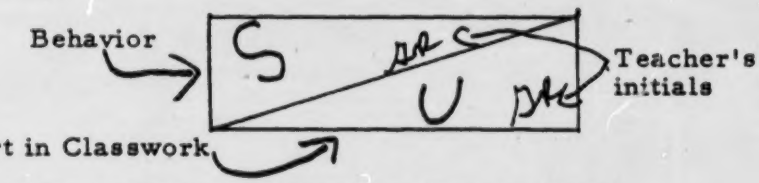
To the teacher: Please check this form each day the child is in your class. Consistency is essential. The student will take this form home daily. During the time the child spent with you or during each subject block, rate the child as follows:

1) In the top half of each box, rate the child's BEHAVIOR.
2) In the bottom half of each box, rate the child's EFFORT in doing classwork. Sign your initials.

Example

Use these two letters only:

S= Satisfactory
U= Unsatisfactory



TEACHERS & PARENTS: USE REVERSE SIDE OF THIS SHEET FOR WRITING COMMENTS AND NOTES.

Subject & Teacher	Mon.	Tues.	Wed.	Thurs.	Fri.
Parent's Signature					

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DAILY PROGRESS REPORT FORM # 2

Student _____ Teacher _____

Week Beginning _____

A check indicates satisfactory performance
A zero indicates unsatisfactory performance
NA indicates that the item does not apply today

	Mon.	Tues.	Wed.	Thurs.	Fri.
1. Homework turned in					
2. Follows directions					
3. Gets right down to work					
4. Pays attention to teacher while teacher is teaching					
5. Tries hard to do assignments (effort)					
6. Respects the rights of others					
7. Follows class and school rules					
8. Talks at proper time					
9. Acceptable behavior in special classes (art, music, physical ed., etc.					
10. Other:					
Teacher's initials					

COMMENTS FROM TEACHER

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

PARENT'S SIGNATURE

_____

_____

_____

_____

_____

1. Child takes chart home daily.
2. Parent signs chart daily.
3. Child returns chart to school daily.

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DAILY PROGRESS REPORT FORM #3

Child's Name _____ Teacher _____

Week Beginning _____

To the Teacher: If this procedure is not followed and consistency is not maintained, the program will become frustrating for the child and will be bound to fail.

1. At each time indicated, place a "happy face," in ink, if the student met the specified behavioral goal (s). Make a sad face if goals were not met.

2. Please remember that YOU ARE CHECKING THE CHILD ONLY FOR THE BEHAVIORS LISTED BELOW. Any other disruptive behaviors that occur should be treated with your usual disciplinary procedures.

3. As you check this chart during the day, be certain that the student sees you doing it. Verbally state why child is receiving "face." If student did not follow goal (s), say, "You did not (state goal)." If the student did follow the goal (s), praise the specific behavior, say "You (state goal). That's fantastic!

Time to Check	Monday	Tuesday	Wednesday	Thursday	Friday
Parent's Signature					

Goal (s):

1. _____
2. _____
3. _____

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Here are some additional suggestions for using Form #3.

1. During the first week, present the child with one easily achievable goal. The child must experience success and its accompanying feelings if the chart is to become meaningful. At first, goals must be easy to accomplish. Possible easy goals for the first week could include:

   a. Keep the floor clean.
   b. Stay in line with the class.
   c. Get teacher's permission before leaving the room.

More difficult goals (such as "complete assignments") should be attempted later on.

2. Understand that new ways of behaving are learned through many successful experiences. Therefore, a child whose major problem is fighting may need to begin with easier goals. After the child has experienced some success with the easier goals, the more difficult goals can be worked on.

3. During the first few weeks, the child's chart should be checked (with a "happy" or "sad" face) by the teacher once an hour. As your child becomes successful, the frequency of checking the chart may gradually be reduced (morning and afternoon).

4. Add new goals after your child achieves the present goal (s). Now the child will have to do several things in combination to earn a "happy face."

How To Use The Forms

The key to your child's improvement at school is what YOU do when you see the daily progress report. First, you must set up a system of pre-planned consequences for your child's behavior. On his "good" days, good things will happen to him and on his "bad" days, "bad" things will happen to him. These consequences should occur daily. Before the child leaves for

school on Monday, he MUST be told what consequences to expect on any day this week he brings home a "good" report and on any day this week he brings home a "bad" report.

You MUST also tell the child what you consider to be a "good" and "bad" day in advance. It is suggested that during the first two weeks of using the progress report, at least 50% of the items on the form should be satisfactory. During the next four weeks, at least 75% of the items on the form should be satisfactory. During subsequent weeks 80% of the items should be satisfactory to consider the day "good."

CAUTION !!

SOME CHILDREN DO POORLY HOPING THAT THEIR PARENTS WILL GIVE UP THIS NEW APPROACH. DO NOT LET THE CHILD MANIPULATE YOU. AS THE PARENT, YOU MUST BE THE BOSS! IF YOU GIVE UP, YOU ARE TEACHING YOUR CHILD THAT HE HAS THE POWER TO CONTROL YOUR BEHAVIOR. ONCE YOU MAKE THE RULES, STICK BY THEM.

* * * * *

SOME CHILDREN DO BETTER FOR A WHILE AND SUDDENLY GO BACK TO THEIR OLD BEHAVIORS. THIS IS THE CHILD'S LAST ATTEMPT TO GET YOU TO GIVE UP THIS APPROACH. HE'D RATHER NOT HAVE CONSEQUENCES TO FACE WHEN HE MISBEHAVES. DON'T GIVE UP!! CONTINUE TO USE THE APPROACH EVEN IF IT TAKES SEVERAL WEEKS FOR THE CHILD TO SHOW IMPROVEMENT AGAIN.

The Consequences

It can be very effective to set your child up on an allowance. This allowance can be "earned" by effort in school. For example, a $2 per week allowance would be equivalent to 40¢ per school day. Every day the child meets his goal on the daily report, he is given 40¢ towards his allowance. Give the money in daily installments because the child needs an immediate "reward." This approach can only be effective if the child MUST use this money for his everyday purchases (e.g. ice cream, juice bar at school, comics, pinball machine, snacks, movies, etc.). NEVER give the child money in advance. NEVER give the child extra money because he needs to buy something and didn't "earn" enough this week. For example, if your child wants to go to the movies on Saturday and needs $1.50 but only earned $1.20 this week -- too bad! He must suffer the consequences of his own behavior and miss the movie. You, as the parent, may feel guilty by seeing your child feel bad but by suffering the consequences of his own behavior, your child will learn some valuable lessons.

How much allowance should your child get? That depends on his age and needs. An eleven year old probably needs more spending money than a six year old. Figure out how much money your child needs per week for "kid stuff " (ice cream, comics, amusements, snacks, movies, etc.). This amount would probably be right for an allowance.

The way you respond to your child is also very important. When your child has met his goal for the day, show real enthusiasm. Make it seem like the Fourth of July! Respond by saying something like: "Fantastic -- you really tried today! Dynamite! You should be VERY proud of yourself.

Today you get your allowance money and all of your other privileges." Encourage the child to try hard again tomorrow.

During the first few weeks of the program, you really want to make a big deal out of your child's achievements. In addition to his allowance, when he has had a good day you can provide him with a special privilege or treat such as:

pizza	stay up later at night
record	extra TV time
no chores today	snack
special dessert	going out for dinner
skating	small toy
go for ice cream	go to movies
having a friend sleep over	comic book

If your child continuously fails to meet his daily goal, negative consequences should be applied on these days. It is suggested that when your child doesn't meet his goal in school, he be denied any privileges or pleasures that day. The child should be restricted to the house. WHEN A CHILD IS RESTRICTED TO THE HOUSE THERE SHOULD BE NO FRIENDS, TELEPHONE, TV, SNACKS OR SODA, STEREO, RADIO, PLAYING GAMES, COLORING, ETC. THERE SHOULD BE CHORES (clean the bathroom), HOMEWORK, AND AN EXPLANATION THAT "IF YOU CAN'T BEHAVE IN SCHOOL, YOU ARE NOT ENTITLED TO ANYTHING YOU ENJOY ON THE DAY YOU MISBEHAVE."

CAUTION !!

YOUR CHILD MUST FEEL THAT YOU SUPPORT THE SCHOOL! IF YOU DISAGREE WITH THE TEACHER, DISCUSS THIS WHEN THE CHILD CAN'T HEAR IT. AS FAR AS THE CHILD IS CONCERNED, YOU WILL ALWAYS BACK UP THE TEACHER.

****

If this approach does not result in some improvement after five weeks of using it daily, ask yourself these questions:

1. Was the report form checked every day?
2. Was the child rated ONLY on the goals listed on the chart?
3. Did the teacher (s) checking the chart let the child see it each time it was checked?
4. Did the teacher verbally praise the child for his successes?
5. When the child got unsatisfactory ratings, did the teacher explain why he earned this rating?
6. Did the child ALWAYS receive the reward or negative consequence he was told he would receive?
7. Was physical punishment avoided?
8. Was the child rewarded or punished on a daily basis?

Your answer to all of these questions should be "Yes" if you expect this approach to be effective. If you have used the approach properly for at least five weeks and a serious school problem remains, you may need to consult with the school's principal regarding your child's possible need for special services (psychological testing, counseling, tutoring, private psychotherapy, etc.).

Well, are you ready to give this approach a try? Be sure to follow all of the instructions presented here. Also, it is suggested that you read:

Becker, W. C. Parents are teachers: A child management program. Champaign, Ill.: Research Press (2612 North Mattis Avenue, Champaign, Ill. 61820), 1971.

Krumboltz, H. & Krumboltz, J. Changing Children's behavior. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

Appendix 21

Handout: Helping Your Child Succeed in School

HELPING YOUR CHILD SUCCEED IN SCHOOL

by - Marvin Silverman, Counselor

Parents often ask, "What can I do to help my child with school work?" There are many beneficial things that parents can do. The first step towards helping your child with the school situation is your own attitude. Your expectations must be realistic. A child should not be expected to do more than he is actually capable of doing. He should be praised and recognized for any improvement or achievement. For example, if he gets an 80 in math, you shouldn't react by saying, "Why didn't you get a 90!" First accept his achievement then work towards improvement. Brothers and sisters should never be compared as far as school achievement is concerned. Each child in the family is an individual, with different needs and abilities, and worthy of recognition for his own accomplishments. Your child should be accepted by you for what he is and not made to feel rejected because he does not live up to goals you have set for him. If he feels that you are "on his side," he will be more willing to work towards improving his skills.

Too much pressure on a child may cause frustration and negative feelings towards school. I have often been amazed by the child who goes to school for six hours, comes home for a few minutes, goes to religious instruction for an hour, eats dinner, does two hours of homework, and has an hour to relax before going to bed. On weekends he might have to take piano lessons and spend time practicing. In addition, the parents may make other demands such as helping with the laundry, shopping, etc. A child must have time to spend playing with his friends and being with his peers in order to learn how to function and get along in social situations. Some children will become frustrated

from such a heavy schedule while other children will enjoy the challenge. Know your own child's tolerance levels and don't make him do more than he is able. Help your child arrive at a schedule in which he will have sufficient study and recreational time.

A child should have a quiet area for doing homework. Tools such as an encyclopedia are very helpful to the elementary and junior high school student. If you help him with his homework, be sure that you don't do it for him. Help your child learn how to use the library. If he has a special assignment or a book report and the instructions are not too clear, contact the teacher for the exact directions. Often a child will not follow the teacher's directions for a particular assignment and his grade on the assignment might be affected by this.

With reading, you can help your child in many ways. You can make flash cards with new words on them, provide books about things your child likes (baseball, animals, etc.). With math you can help by checking his work after it has been completed and giving him suggestions such as, "Keep your numbers in even columns." Always keep in mind that you should not be doing the work for him, you are guiding him.

Tutoring by a qualified person may be helpful when a child is having difficulty in a particular subject. Before jumping to conclusions or investing money in additional instruction, speak to your child's teacher. Many parents assume that the child is having a problem before getting all the facts from the school.

Remember that learning is a difficult and complex task but many children enjoy learning new things. Your own attitude towards your child is important in developing his concepts and feelings towards learning.

Appendix 22

Handout: Discipline

DISCIPLINE

by -Marvin Silverman, Counselor

When a child misbehaves, a parent may automatically resort to punishment or he might question himself as to what procedure should be used to deal with the misbehavior. For example, if 10 year old Tommy gives 7 year old Joey a black eye, Tommy's parents may have difficulty in deciding how to discipline their son. To too many parents discipline means punishment. Discipline should be regarded as a form of instruction to guide and mold a child.

In the example given above, Tommy's father may hit Tommy and then say, "You are never to hit a small boy like Joey again." I have seen many situations like this and it always strikes me as being funny. After beating his son, the father warns the son against beating other children. The father has violated his own rule, he beat his son to teach his son not to beat others. This would not be discipline.

Every boy and girl needs discipline from the home if they are to adjust to society which requires a person to be well disciplined. Discipline should limit a child's freedom but not completely restrict it. To feel worthwhile and important as an individual, a child has to make some decisions for himself and resolve some conflicts for himself. For good discipline, a parent cannot be completely permissive or completely restrictive. A combination of these two factors is needed for effective discipline to take place. The overdemanding parent, for example, cannot really discipline a child by his many unreasonable demands and punishments.

The growing child will have to learn to accept many rules set by his school, society and his peers. He must eventually learn to discipline himself. With effective guidance from the parents, a child can develop self discipline.

Good external discipline (from parents) should lead to good self discipline in the child.

How do parents discipline their children? Every parent probably has developed his own ideas and practices regarding discipline. Studies have shown that parents tend to discipline their children in a way similar to the discipline they received from their own parents. Most important to the child's needs is his assurance that he has his parent's love and that his parents care for him and want him. If a child had these good feelings about his relationship with his parents, he will be able to accept more demands from them without feeling rejected and not loved. The parent must also feel love for the child and discipline the child for the child's benefit, not to satisfy some need of the parent.

When it comes to punishment, the punishment must be reasonable. It is also important to consider what is misbehavior. One parent may become angry at her child for dirtying his clothes while another parent may accept the fact that a child is going to get dirty and just wash the clothes. In laboratory experiments it has been shown that punishment suppresses behavior temporarily, but when the punishment is removed, the behavior returns. Reward, although more complicated to give, is more effective than punishment. Praise the good, ignore the bad, and reinforce a child's good behavior.

When parents set rules and standards, they should not deviate from these rules. Once exceptions are made, the rule is no longer that important. When mother and father conflict over the methods to be used to solve a particular problem this disharmony may confuse and upset the child. Both parents should be together on any action taken regarding their children, once a punishment or promise is made, it should be carried through, if not -- what value will the parents' words have in the future?

Discipline must be seen as a form of teaching and guiding. It does not have to be punishment. A child must learn to adjust to the rules and regulations he will face in society. If his parents help him develop good self discipline, this adjustment will not be difficult.

Appendix 23

Handout: How to Praise and Criticize Your Child

HOW TO PRAISE AND CRITICIZE YOUR CHILD

by - Marvin Silverman, Counselor

PRAISE

When praise is used appropriately, it can help build your child's self confidence and security, stimulate initiative, motivate learning, and generally make your child feel good about himself. You've probably heard the term "self-concept." A child's self-concept (how he feels about himself) is related to the kind of things his parents tell him about himself. When a child gets positive feedback about his efforts and accomplishments and constructive criticism about his shortcomings, the child's "self-concept" is enhanced.

Use descriptive praise. Descriptive praise is praise that describes the child's efforts, accomplishments, and feelings. By using descriptive praise you avoid evaluating your child and making a judgment about his personality (judgmental praise). When you praise your child, deal with real events. Here are some examples that will help you see the difference between descriptive praise and judgmental praise.

Descriptive Praise	Judgmental Praise
"Thank you for cleaning the kitchen. It really looks great."	"You are a great worker. I don't know how I could get along without you."
"I like the model you made. It looks great."	"You are good at making models."
"I like the way you are practicing the piano. Here are some milk and cookies. Take a break for a few minutes."	"You are a good girl!"

When you use descriptive praise you are telling the child exactly what you liked ("You and your brother are playing so well together. I really like

to see you behave so well. How would you like to go to Dairy Queen for a treat?") instead of making a judgment about the child's personality ("You are both good boys!").

CRITICISM

The type of criticism used by many parents is not helpful to children. If a child is frequently criticized and rarely praised, he may learn to discount his own abilities. EFFECTIVE CRITICISM SHOULD HAVE ONE MAIN PURPOSE: TO STATE WHAT HAS TO BE DONE TO IMPROVE A SITUATION OR PROBLEM BEHAVIOR. It does not attack the child as a person ("You're a bad boy."), it deals with what actually happened. It does not put down the child, it deals with the specific behavior. Here are two rules for using effective criticism:

1. Never attack the child's personality ("You're dumb!").
2. Look at the actual situation or behavior and think of positive ways to change the situation.

Here's an example that will help you see the difference between effective criticism and negative criticism.

On the way home from the supermarket, twelve year old Gary turns pale and becomes uptight. He had left his wallet at the store.

Effective criticism by the parent: "That's awful! We'll call the store as soon as we get home. Maybe someone found it and turned it in. If not, you'll have to accept the consequences of not taking care of your wallet."

Ineffective criticism: "You're so stupid and careless! Why weren't you more careful?"

Parents who constantly give their children negative feedback and don't look for good things to praise may prevent their children from developing positive self concepts. Give yourself this simple test to make a judgment about

your household.

> Pretend that an observer followed you around your house all day. He has a chart with a + on top of one column and a - on top of the other column. Every time you give positive feedback to your children, the observer puts a check in the + column. Whenever you say something negative to your children, the observer puts a check in the - column. At the end of the day which column would have the most checks? If there would be many more negative checks than positive checks, you need to change things! If there isn't at least a balance between the two columns you may be negatively affecting your child's self-concept.

By using descriptive praise and effective criticism, you'll enhance your child's self-concept.

Appendix 24

Handout: Exercises for Communicating With Your Children

EXERCISES FOR COMMUNICATING WITH CHILDREN

by- Marvin Silverman, Counselor

1. Of the following questions and statements, identify the open questions or statements (good communication approach) and the closed questions or statements (poor communication approach). Write "open" or "closed" in front of each statement.

_____ a. "Tell me more about it."

_____ b. "Why did you do that?"

_____ c. "You shouldn't feel bad just because the teacher yelled at you."

_____ d. "How did you feel when that happened?"

_____ e. "If I understand you correctly, it seems as if you're disappointed about not being captain of the team."

_____ f. "Don't be disappointed. You can't expect to always be #1."

_____ g. "You sure sound like you feel angry when he does that."

2. Read each statement below that a child might make. Identify how the child is FEELING. Then say something in response to the statement using the identified feeling.

Example: "All the other kids went to the show. I don't have anyone to play with."

Feeling: Lonely

Possible Response by Parent:

"You really feel lonely. What are some things you can do by yourself?"

a. "Oh boy, only two more days until Christmas vacation."

Feeling: _____

Response: _____

_____

b. "Look, Mom, I made a boat with my new model kit!"

Feeling: _____

Response: _____

_____

c. "It's thundering! Hold my hand!"

Feeling: _____

Response: _____

_____

d. "I'll never be good like Michael. I practice every day but he's still better than me."

Feeling: _____

Response: _____

_____

e. "I'm too stupid to understand science."

Feeling: _____

Response: _____

_____

f. "I never want to play with Howard anymore. He is dumb and mean."

Feeling: _____

Response: _____

_____

g. " I'm sure glad that you're my mother."

Feeling: _____

Response: _____

_____

3. Use descriptive praise to respond to the following situations.

   Example: Lisa says, "Thank you" when you offer her a cookie.

   Descriptive Praise: "Lisa, you're so polite! You said 'thank you'when I offered you a cookie."

   a. Debbie ignores her brother when he teases her.

      Descriptive Praise:_____

   b. Danny compliments his brother about his brother's spelling bee certificate.

      Descriptive Praise:_____

   c. Marlene offers to put away the dishes.

      Descriptive Praise:_____

   d. Barry pours his father's tea at the Chinese restaurant.

      Descriptive Praise: _____

   e. Little Eric finishes all of his dinner.

      Descriptive Praise: _____

   f. While the family is at the zoo, Jeff helps a little boy who is afraid of the giant turtle by saying, "Don't be afraid, watch me touch the turtle."

      Descriptive Praise: _____

4. Use effective criticism for the following situations.

   Example: Jeffrey puts milk in ice cube trays.

   Possible Response: "Jeffrey, that is a waste of our milk and money. Clean out the ice cube trays, and fill them up with water, and give me 30¢ of your allowance money to pay for the spoiled milk."

a. Michael breaks the cookie jar.

Response: _____

_____

b. Wendy is daydreaming while she's doing her homework.

Response: _____

_____

c. Danny and Gary are play wrestling in the living room and they knock over an ash tray containing ashes and a soft drink. The drink and the ashes get all over the carpet.

Response: _____

_____

d. Marilyn spills out a glass of milk.

Response: _____

_____

e. Ellie is playing the stereo too loud.

Response: _____

_____

Exercises for Communicating with Children

Answer Key

1. a open
   b closed
   c closed
   d open
   e open
   f closed
   g open

2. A specific feeling related to the statement must be identified. The response must reflect back, to the child, this feeling.

3. The praise must specify the child's behavior (e.g. "Debbie, you ignored your brother when he teased you. Good!")

4. A solution to the problem or a logical consequence must be included in the response.

Appendix 25

Handout: Communicating With Your Children

COMMUNICATING WITH YOUR CHILDREN

by - Marvin Silverman, Counselor

Many parents feel that they are not adequately communicating with their children. These parents must ask themselves, "Do I talk with my child or to my child?" During our parenting skills class, we have talked about managing behavior and the need for parents to be in command. There are times, however, when children need to discuss their concerns, accomplishments, and thoughts with their parents.

In order to effectively communicate with your child, you must first become a good listener. If you listen to your child when he wants to discuss something, you will serve as a model of a good listener. By observing your listening skills, your child will learn how to be a good listener himself. This should make it easier for him to listen to you.

The first step in being a good listener is eye contact. Look at your child when he talks to you. Once you've established eye contact, you're ready to be a good listener. The following are four key factors in listening:

1. BE SUPPORTIVE - AVOID CRITICISM. Use words and actions which show the child you care about him and care about his feelings. This shows the child that he can trust you to listen and to take the time to hear what he is saying. Examples of words or actions that do this are: "Good," "I understand," "Continue," "Tell me more," a pat on the back, a hug, eye contact, nodding, and looking interested.

2. SET A GOOD EXAMPLE. Keep calm, don't overreact if the child attempts to shock you with a new word or idea. If you overreact at this time the child may stop talking and you'll never get to discuss the concern.

3. LISTEN TO THE CHILD. Stop what you are doing and give the child your full attention. Give him eye contact, lean closer, and don't mumble and hide behind your magazine. Being a good listener requires effort on your part.

Let your child know that you feel he has something important to say.

4. REPEAT KEY IDEAS. "Mirror back" to the child what you hear him saying. This really lets him know that you are listening. It also tells him that you are receiving the same message he is sending and if you're not, he can correct you. Example "mirror responses" are: "You are feeling upset because you think that the teacher treated you unfairly;" "It sounds like you feel you are disappointed;" "Winning that game is really important to you."

Open ended questions are essential for effective communication to occur. By stating a question in such a way that the child has an open area in which to respond, you enhance the child's self expression, thinking, and self understanding. Open questions make communication easier and closed questions make communication almost impossible. Here are some examples of open and closed questions.

OPEN QUESTIONS	CLOSED QUESTIONS
1. Could you tell me more about that?	Did you really want to do that?
2. How did you feel when that happened?	Did you feel sad?
3. Give me an example.	We can't understand what you mean - talk about something else.
4. What do you do when you get sad?	Do you cry when you're sad?
5. What do you mean when you say your father is out of his mind?	Do you mean your father is in need of psychiatric treatment?
6. What are you feeling as you are telling me this?	I can tell that you are angry.
7. How did you feel then?	Did you feel happy then?

TYPES OF OPEN QUESTIONS AND STATEMENTS	PURPOSE	SAMPLES OF OPEN QUESTIONS AND STATEMENTS
1. Clarifying	1. To get at additional facts. 2. To help him explore all sides of a problem.	1. "Can you clarify this?" 2. "Do you mean this?" 3. "Is this the problem as you see it now?"
2. Restatement	1. To check our meaning and interpretation with his. 2. To show you are listening and that you understand what he is saying. 3. To encourage him to analyze other aspects of matter being considered and to discuss it with you.	1. "As I understand it then your plan is...." 2. "This is what you have decided to do and the reasons are ..."
3. Neutral	1. To convey that you are interested and listening. 2. To encourage person to continue talking.	1. "I see." 2. "Uh-huh." 3. "That's very interesting." 4. "I understand."
4. Reflective	1. To show that you understand how he feels about what he is saying. 2. To help person to evaluate and temper his own feelings as expressed by someone else.	1. "You feel that ..." 2. "It was a shocking thing as you say it." 3. "You felt you didn't get a fair shake."
5. Summarizing	1. To bring all the discussion into focus in terms of a summary. 2. To serve as a spring board for further discussion on a new aspect of problem.	1. "These are the key ideas you have expressed..." 2. "If I understand how you feel about the situation..."

Handout: Putting It All Together

PUTTING IT ALL TOGETHER

We have discussed a variety of parenting skills during our class meetings. We have discussed ways to communicate with children and ways to deal with their behaviors by providing direct consequences for their actions.

When to Use Communication Skills

It is suggested that you use the communication skills of listening, dealing with feelings and discussion under the following circumstances:

1. When the child comes to you to discuss a personal problem (e.g. "The kids make fun of me when I play football.").

2. When the child seems to be experiencing some strong feelings but hasn't talked about it (e.g. Child comes home from school looking angry but does not say anything. The parent may open up the lines of communication by saying, "You look like you're feeling angry. Are you feeling angry? Would you like to talk about it?").

3. When the child expresses a positive feeling about something (e.g. "I made a homerun today!").

4. When the child needs help in decision making (e.g. "I'm not having any fun. I can't think of anything to do").

5. When the parent asks the child an emotional or feeling level question such as "Would you like to tell me about your day at school today?"

The five items listed above are general guidelines. There would probably be many other circumstances for which your communication skills would be valuable.

When to Use Praise

There are probably thousands of incidents each year for which you could praise your child using the method of praising we discussed earlier. Below are general guidelines for when to use praise.

1. To describe to the child his efforts ("Thanks for washing the car. It looks great!").

2. To describe to the child his thoughtfulness ("You shared your candy with Joanne; that is very considerate of you.").

3. To describe to the child his accomplishment ("I like the dress you made. It is really pretty.").

4. To describe to the child his compliance with a rule ("You came home from school on time today.").

5. To describe cooperative behaviors to the child ("You boys are playing so well together. I really like to see you behave so well.").

6. To point out, to the child, a positive behavior ("You cleaned up your place at the table when you finished eating.").

When to Use Direct Consequences for Behavior

"Consequences" allow the child to experience the actual result of his own behavior. Consequences should be the DIRECT result of the child's behavior. For example, if a child is late for dinner, the parent can remove the child's plate from the table. This consequence is directly related to the behavior (being late for dinner). Consequences can be used effectively when the child ...

1) is forgetful.

2) does not do chores.

3) does not care for personal belongings.

4) is careless.

5) has a problem with his peers.

Of course there are many other circumstances for which consequences would be appropriate. Because we have discussed "consequences" during our class, you should use them when you feel the circumstances warrant consequences.

When to Completely Ignore the Child's Behavior

Certain misbehaviors can be discouraged by ignoring them. Ignoring the following behaviors can help to eliminate them. Remember, during our class we emphasized that when you start to ignore a behavior it probably will get worse at first as the child attempts to test your patience at ignoring.

1. Temper tantrums
2. Clowning around
3. "Bad" words
4. Brothers and sisters fighting
5. "Pest"
6. Continual requests for something after having been told "no."

Many behaviors that will not lead to harm or danger can be ignored.

For effective child rearing, when two parents care for the child, consistency is important. Parents should discuss their goals for childrearing and try to reach some agreement. If they cannot agree, the child will learn to behave one way for one parent and another way for the other. Children quickly detect inconsistencies in parental policy and play one parent against the other for their own advantage. Thus, if you plan to eliminate a behavior

by ignoring it or using another technique, both parents should respond to the target behavior in similar ways.

Handout: The Preadolescent Boy

THE PRE-ADOLESCENT BOY

by - Marvin Silverman, Counselor

The pre-adolescent boy (ages 9-12) is a very special creature. He is often warm, loving and affectionate but sometimes he can act in a hostile, punitive, and aggressive way. He thrives on play and on being with his friends. His physical and mental abilities begin to increase and reach new heights. For many boys, this is a most memorable and happy time of life, while for others it is not so great.

The pre-adolescent gains new dimensions in physical growth. He is usually healthier than his younger brothers and sisters. He has passed through the state of being vulnerable to diseases common in young children. His strength continually increases and by the time he reaches 13 (adolescence), his strength may be 45% of his full strength as a man. His ability to use and manipulate his body for various activities is greater than ever before. He can be active for longer periods of time and be more attentive to what he is doing.

Many things are important to the pre-adolescent boy. Games of skill become very important and he may thrive on competition. Many parents encourage his competitiveness by having him join sports teams and other activities. Boys of this age report that they like activities such as racing, bowling, boxing, wrestling, basketball, football and baseball. Their attitudes towards girls is negative. They are more interested in pleasing their (boy) peer group. It is usually at the age of 12 that the boy begins to pay attention to girls because his peers begin to do the same.

The peer group is a very powerful force in the pre-adolescent's life. His motives are often directly related to his friendship group and his contemporaries. He may act in ways that are not approved by his parents. He may

begin using "street language." He does not view his parents as gods as he did when he was younger. He realizes that his parents too are capable of error and are not perfect. In a home where he has had love and has been given respect, he will have a favorable attitude towards his parents and will continue to love and respect them.

Boys in this age range can suffer many hardships. The sub-average boy, one who is under-weight, small, not able to keep up with his peers in performance may feel rejected and lost. Such a boy needs understanding and guidance from his parents and teachers. If he can come through this period successfully, learn to accept himself and to get along in social situations, he will enter adolescence ready to take on the new demands he will meet.

Pre-adolescent boys do not want to be treated like babies. They often complain that their parents treat them like an infant. During this age they sever the close relationship with their parents and look to the peer group for acceptance. The parents should realize what things are really important to their son, and they should try to understand his behavior objectively and help guide him on the right path.

The pre-adolescent boy is indeed someone special. He must be understood in terms of what others (especially his peers) expect him to be and in terms of what he is actually capable of doing. This is an age of fun, learning, and growing. It should be a happy and productive time.

Appendix 28

Handout: Suggested Reading

PARENTING SKILLS CLASS

Suggested Reading

Parents Are Teachers by W. C. Becker.

This book shows parents how they can teach children desirable behaviors and reduce inappropriate behaviors. This book is available directly from the publishers, Research Press, 2612 North Mattis Avenue, Champaign, Ill. 61820. ($4.50).

Dare to Discipline by J. Dobson (available in paperback). The author discusses teaching children respect and responsibility, morality, discipline, and other important areas.

Raising a Responsible Child by D. Dinkmeyer and G. McKay. The authors discuss communication, consequences for behavior, family meetings and other topics.

Appendix 29

Class: Completion Certificate

Certificate of Achievement

This certifies that

Parent

has successfully completed the

Parenting Skills Class

This the 20 *day of* Feb. *19* 79.

Marvin Silver

PRESS RELEASE

From: Natural Bridge Elementary School
1650 N. E. 141 Street
North Miami, Florida 33181

Diana E. Wilson, Principal
891-8649

For additional information contact Marvin Silverman, Guidance Counselor, 891-8649 or 865 - 7912.

"Raising a Happy, Well-Adjusted, and Responsible Child" is the theme of a seven-week parenting skills class to be conducted at Natural Bridge Elementary School, 1650 N. E. 141 Street, North Miami on Wednesday mornings at 9:30 AM starting January 10th.

A parenting skills class discusses various aspects of child development and family dynamics. Some of the topics to be discussed include:

... Communication With Children
... Behavior Management
... Misbehavior
... How Children Learn Responsibility
... Building Positive Self Concepts
... Encouragement

The classes are free and they are open to members of the community. The program will be conducted by Marvin Silverman, elementary school guidance counselor.

Advance registration for the class is required. To register for the class call Marvin Silverman at 891-8649 or 865 -7912.

Appendix 31

Newspaper Clipping

12/28/78
MIAMI HERALD NEIGHBORS Section

schools

Free child-development course for parents scheduled at school

Parents can learn about child development at a free, seven-week course starting Jan. 10 at Natural Bridge Elementary School, 1650 NE 141st St.

Discussion topics will include communicating with children, behavior management and building positive self-concepts.

School guidance counselor Marvin Silverman will conduct the course, which is open to the public and will be at 9:30 a.m. every Wednesday.

Advance registration is required. Call Silverman at 891-8649 or 865-7912 for more information.

Appendix 32

Natural Bridge Elementary School

Jan. 2, 1979

PARENTING SKILLS WORKSHOP

Dear Parents,

"Raising a Happy, Well-Adjusted, and Responsible Child" is the theme of a seven-week parenting skills class to be conducted at Natural Bridge Elementary School. The class will meet weekly on Wednesday mornings starting January 10, 1979 at 9:30 AM for one and one-half hours.

A parenting skills class discusses various aspects of child development and family dynamics. Some of the topics to be discussed include:

... Communication with Children

... Behavior Management

... Misbehavior

... How Children Learn Responsibility

... Building Positive Self Concepts

... Encouragement

The class will be led by Marvin Silverman, our guidance counselor. A minimum of five participants are needed in order to conduct the class. If you would like to join the class, please have your child return the form below to his teacher. Thank you.

Sincerely,

Diana E. Wilson
Principal

Marvin Silverman
Counselor

Please return

_____ I plan to attend the Parenting Skills Workshop which begins on Wednesday, January 10, 1979 at 9:30 AM.

_____ I cannot participate this time; however, I would like to join a future group.

Signed: _____
Parent

Telephone number: _____